DOCUMENT RESUME

ED 307 376 AA 001 190

Resources in Education (RIE). Volume 24, Number 11.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 89
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $66.00 (Domestic), $82.50 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

DOCUMENT RESUME

ED 307 391 CE 051 803

Perspectives: On Adult Education. Number 1. Autumn 1988. A Supplement to Aurora. Number 1.
Athabasca Univ., Edmonton (Alberta).
PUB DATE- 88
NOTE- 23p.
AVAILABLE FROM- Student Services, Athabasca University, Box 10,000, Athabasca, Alberta TOG 2R0, Canada ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Adult Learning; Andragogy; *Educational Research; *Educational Trends; Females; *Independent Study; Interviews; *Lifelong Learning; Motivation; Womens Education

This issue contains interviews with adult educators on contemporary topics in the field. "Beyond the Adult Learner's Dependency" (Shannon Whelan) is an interview with Malcolm S. Knowles, who introduced the term andragogy, the notion that teaching adults is fundamentally different from teaching children. "Self-Directed Learning: The Role of the Educational Institution" (Jane Brindley) is an interview with Allen Tough focusing on the motivation that all human beings feel to learn and the effectiveness of learning projects. "Major Trends in Adult Education" (Maxim Jean-Louis) is an interview with K. Patricia Cross. It touches upon the "linear life plan," networking, dangerous developments in adult education, adult education for women, and theories driving the research in adult education today. "Learning and Education: A Crucial Difference" (Virginia Nilsson) is an interview with Roger Boshier. Topics include distinctions between learning and education, the difference between growth and deficiency motivation, recurrent education in Europe, implementing adult education principles in curriculum-oriented settings, and credit for life experience. A bibliography cites works by the four interviewees. (YLB)

DOCUMENT RESUME

ED 307 405 CE 052 461

Dorsten, Linda Eberst; Hollenbeck, Kevin

Private Sector Participation with Postsecondary Institutions. Final Report.

Ohio State Univ., Columbus. Center on Education and Training for Employment.

SPONS. AGENCY- National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- May 89
NOTE- 109p.
CONTRACT- J-9-M-8-0028
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Business Responsibility; Cooperative Programs; *Educational Attitudes; Education Work Relationship; *Employer Attitudes; *Institutional Cooperation; Postsecondary Education; *School Business Relationship; *Vocational Education

A study was conducted to collect and examine information on the nature and extent of business and postsecondary occupational program linkages. Data were gathered through a telephone survey of 76 administrators of postsecondary institutions that had both high and low linkages to private industry, and of 661 employers, half of whom were currently involved with secondary institutions and half selected randomly. The study found evidence of considerable private sector interaction with postsecondary institutions, such as in employment recruitment, cooperative work experience programs, advisory committees, and career information programs. The study noted that the motivating forces and time perspectives of educational agencies and employers differ significantly. Employers are motivated by economic factors such as profit and loss and tend to have short time frames. If they are to become involved in postsecondary education, they want to know how it will benefit them or their firm economically and they want payoff periods to be as short as possible. The educational institutions, on the other hand, have much longer time frames and are motivated by the teaching and learning process. Five possibilities for governmental action were identified. The findings suggest that additional or improved collaborative efforts would benefit all parties and society as a whole. (Sample selection methods, interview forms, and 13 references are appended.) (KC)

DOCUMENT RESUME

ED 307 419 CE 052 483

Percy, Keith; And Others
An Evaluation of the FEU REPLAN Programme.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-108-X
PUB DATE- 89
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Adult Programs; Curriculum Development; Developed Nations; *Employment Programs; Foreign Countries; *Job Training; Program Development; *Program Effectiveness; Program Evaluation; *Unemployment
IDENTIFIERS- Great Britain

This report presents findings of an evaluation of Further Education Unit (FEU) REPLAN projects, an initiative to improve educational opportunities for unemployed adults in Great Britain. Chapter 1 describes the origins of REPLAN and the evaluation methodology. Chapter 2 gives an analytic and descriptive overview of the 21 FEU REPLAN projects. Project characteristics are reviewed, the projects are described briefly with a number of critical and evaluative observations attached, and a few general and more speculative analyses are made of project characteristics. Chapter 3 presents results of an evaluation of the aims of the REPLAN projects. It outlines areas in which the program has made progress and areas that merit further funding. A model for outreach is suggested. Chapter 4 remarks on the efficiency of the REPLAN projects. These aspects are considered: project selection, negotiation, and initial phases; project management; staff selection and supervision; role of steering committees; project research, needs analysis, surveys, monitoring, and evaluation; report writing; and role of FEU development officers. Chapter 5 presents interim and indicative findings of the efficacy of the REPLAN projects. Discussion focuses on advisory consultation, intended outcomes, transferability, self-rating by projects on transferability, local continuity and efficacy, and dissemination. Chapter 6 makes conclusions and recommendations. Appendices provide 11 references, a list of REPLAN projects, evaluation methodology and participants, and the FEU curriculum model. (YLB)

DOCUMENT RESUME

ED 307 433 CE 052 500

Daines, John; Graham, Brian
Adult Learning, Adult Teaching. Nottingham Working Papers in Staff Development and Training.
Nottingham Univ. (England).
REPORT NO.- ISBN-1-85041-022-4
PUB DATE- 88
NOTE- 45p.
AVAILABLE FROM- Publications Unit, Department of Adult Education, C Block, Cherry Tree Buildings, University of Nottingham, Nottingham, England NG7 2RD (1.50 pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; *Adult Learning; *Educational Resources; Foreign Countries; Self Evaluation (Individuals); Student Evaluation; *Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- Great Britain

This handbook is intended to provide some specific and practical suggestions for those involved in the education of adults. It is concerned with the ways that people learn as adults and with how teachers and tutors can help them learn more efficiently. The first of two main sections deals with adult learning and is concerned with the characteristics, expectations, and motives of adult learners. The second section, on preparation, planning, and teaching, deals with the whole business of helping adults learn within the context of an adult group or course. It looks at the main elements, including purposes (aims and objectives), methods (explaining, talks and lectures, demonstration, individual practice and supervision, working with groups, discussion, questions and questioning), learning resources, use of audiovisual aids, starting and finishing, evaluation (course, self, and student), policy and administration, and planning a session. Key points of each topic are highlighted in a separate "box." (YLB)

DOCUMENT RESUME

ED 307 449 CE 052 557

Arkansas Action Plan for Literacy Enhancement. Report of the Governor's Commission on Adult Literacy.

Arkansas State Office of the Governor, Little Rock.

PUB DATE- 88
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs; Correctional Education; Government Role; *Literacy Education; *Program Improvement; School Business Relationship; *State Programs
IDENTIFIERS- *Arkansas

This document contains a mission statement, goals, and strategies and recommendations prepared by the Arkansas Governor's Commission on Adult Literacy. Goals include increasing from approximately 29,000 to 100,000 the number of adult learners engaged in pursuing at least one higher functional level of literacy by 1992-93 and quadrupling the involvement of the private sector through donations of money, personnel, facilities, and workplace literacy programs. Strategies and recommendations include the following: (1) reorganize and rename the Vocational and Technical Education Division to raise the stature and focus of adult education and improve coordination between public and private sector literacy efforts; (2) implement an annual statewide drive to generate resources from the private sector; (3) identify and eliminate legal/regulatory impediments that hinder literacy enhancement efforts and support services; (4) increase the number of literacy volunteers; (5) develop a mandatory preliminary screening and assessment process to identify at-risk adults who receive unemployment benefits or public assistance or who are in prisons; (6) implement mandatory participation in literacy enhancement programs for at-risk adults; (7) expand workplace literacy efforts; (8) improve literacy education in prisons; (9) develop a public relations campaign; (10) develop programs to address the need of persons with learning disabilities; and (11) increase the use of libraries and television in literacy education. (15 references.) (KC)

DOCUMENT RESUME

ED 307 465 CE 052 589

Homemaking Handbook for Village Workers in Many Countries. Appropriate Technologies for Development. Peace Corps Information Collection & Exchange Reprint No. R-39.
Extension Service (DOA), Washington, D.C.
SPONS. AGENCY- Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Mar 81
NOTE- 238p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Child Rearing; Clothing; *Developing Nations; *Extension Agents; *Extension Education; Food; Foreign Countries; Health Education; *Home Economics; *Homemaking Skills; Home Management; Instructional Materials; Parenting Skills; Program Development; *Program Implementation; Teaching Methods; Womens Education
IDENTIFIERS- Peace Corps

This handbook, designed as a guide for the village level worker, can also serve as a teaching aid and text for teachers of village workers. It is intended for use by personnel in home economics extension, community development, home economics classroom teaching, health education, and other programs involving home and family life. Section I contains information on preparing for the development and implementation of a home economics program in a country that is developing programs to improve the homes, health, and family life of rural people. Focuses include village visits, gaining support at all levels, and working with other agencies and organizations. Section II provides the substantive material that will be taught. Topics include food and nutrition; growing food; food storage and preservation; child care; health; housing and home improvement; housekeeping and home management; and clothing. Section III provides materials on planning and developing a village program. It covers the importance of local leader involvement and describes teaching methods, including individual teaching methods (home and farm visits, office calls, letters); group teaching methods (method demonstrations, tours, meetings, women's clubs,

drama, songs); mass teaching methods (leaflets, circulars, newspapers, radio, television, fairs); campaigns; and community centers. Types of teaching aids are briefly discussed. An appendix includes conversion tables and a bibliography. (YLB)

DOCUMENT RESUME

ED 307 479 CE 052 606

Standards for Peace Corps Training. Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-2.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Oct 83
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cross Cultural Training; Educational Planning; Educational Policy; Personnel Evaluation; Postsecondary Education; Skill Development; *Training Methods; *Training Objectives; Volunteers; *Volunteer Training
IDENTIFIERS- *Peace Corps

Intended for regional and in-country Peace Corps staff, this guide contains standards that are the minimum expectations for Peace Corps training worldwide. The introduction sets forth nine assumptions that underlie the use and monitoring of the standards and also contains tabular material that describes how the standards will be used and monitored at each level of the organization. The following seven sections of the document state the standards: (1) Delegation of Training Responsibilities, which covers the assignment of a training manager and establishment of an in-country training resource center; (2) Preliminary Work Conducted by In-Country Staff, which concerns task analyses and site survey and selection; (3) Personal Service Contracts for Training, which includes a description of the work and the selection and hiring of training staff; (4) Preparation Required by the Training Staff; (5) Training Content, which includes the minimum formal training, the required topic areas, and descriptions of the family live-in experiences and required practical experiences; (6) Trainee Assessment; and (7) Evaluation, which describes the final reports to be submitted to the country staff and the trainer performance evaluation to be completed by the trainees about the training program itself. (CML)

DOCUMENT RESUME

ED 307 493 CE 052 620

Modularisation in Adult Education and Training. Bulletin Number 2.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-122-5
PUB DATE- Apr 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *College Programs; Continuing Education; *Curriculum Development; Definitions; *Flexible Scheduling; Foreign Countries; Higher Education; Instructional Materials; *Learning Modules; Material Development; Standards
IDENTIFIERS- England

A three-year project is being conducted at Richmond Adult and Community College in England to develop and implement a modular learning plan. The aims of the project are to monitor the development of a modular learning program; to identify the advantages and disadvantages of a modular program for adult learners; to develop a revised modular program; and to offer guidance to other providers in the design and functions of a modular learning program. After the first year of the program, modules were defined, and timing and levels were worked out. Initial guidance is provided by guidance staff, with students then having regular sessions with tutors. The curriculum in the first year included English, mathematics, art, food, office skills, humanities, social sciences, English as a second language, design, nutrition, and business studies, with various courses on three levels. Enrollment varied from five in the preparatory level to 410 in level three. Staff support and training was provided both formally and informally. Assessment was encouraged. The modules were validated, and a process for allowing students to select from a wide range of modules to obtain certificates and diplomas was developed. Evaluation is ongoing, and results to date have been generally positive. (KC)

DOCUMENT RESUME

ED 307 508 CG 021 668

Keating, Daniel P.
Adolescents' Ability To Engage in Critical Thinking.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 29p.
GRANT- G-008690007
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescent Development; Adolescents; Cognitive Ability; *Cognitive Development; *Critical Thinking; *Developmental Stages; *Formal Operations; Secondary Education

The goal of this research synthesis is to evaluate the validity of the claim that there are fundamental limitations on the ability of adolescents to engage in critical thinking. Critical thinking is defined as an analytic, focused cognitive activity aimed at understanding phenomena at a root rather than a superficial level; a type of thinking closely though not exclusively associated with formal thinking as described by Piaget. This paper examines what fundamental cognitive developmental limitations have been claimed or implied regarding adolescents' abilities to engage in critical thinking, what empirical evidence has been used to support or refute these claims, what empirical evidence exists to demonstrate that adolescents are able to engage in such thinking, and what recurring themes emerge from consideration of all this evidence. Evidence is reviewed within four broad headings: (1) Piaget's formal operations; (2) biopsychological constraints; (3) individual differences; and (4) cognitive processing analyses. It is concluded that there is no persuasive evidence of fundamental constraints on the ability of early adolescents to engage in critical thinking. Sixty-three references are included. (NB)

DOCUMENT RESUME

ED 307 522 CG 021 683

Manfredo, Pamela A.
Dimensions of Cognitive Style: Their Interrelationships and Use in Maximizing Trainability.
PUB DATE- 87
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; College Students; Field Dependence Independence; Higher Education; Intelligence; Professional Personnel; *Tactual Perception; Teaching Methods; *Visual Learning; Young Adults
IDENTIFIERS- *Type A Behavior

A growing interest among industrial and organizational psychologists is learning how to predict and maximize trainability. This study was conducted to examine the relationship between dimensions of cognitive style and perceptual mode as well as their association with a learning style instrument, explore the relationship between field independence/dependence and Type A behavior, and investigate trainability as a match between perceptual mode and instructional method. College students and young professionals (N=120) completed measures assessing cognitive style, learning style, intelligence, and Type A behavior. It was hypothesized that subjects who used a visual perceptual mode would be more field independent, reflective, and more intelligent than those who used a haptic mode. Eighty-one subjects performed a haptic task in which the method of instruction was varied. It was expected that when a visual or haptic perceptual mode was matched with an equivalent method of instruction, trainability would be maximized. While no relationship between perceptual mode and cognitive style dimensions nor method of instruction emerged, it was found that cognitive style dimensions fell into two categories: a speed/error factor and an ability group. It was also discovered that trainability could be maximized by matching dimensions of cognitive style, not perceptual mode, with a method of instruction. The relationships between cognitive style dimensions, with both Type A behavior and a learing style instrument, were also explored, revealing one significant relationship. (Appendixes include a set of diagnosis for visual instruction in origami folding art, tables of performance measures, and a word association tabulated by words elicited.) (Author/NB)

DOCUMENT RESUME

ED 307 536 CG 021 700

Study of National Incidence and Prevalence of Child Abuse and Neglect: Study Findings 1988.
National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
PUB DATE- 88
NOTE- 172p.
CONTRACT- 105-85-1702
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Child Abuse; *Child Neglect; Children; Child Welfare; *Incidence; Longitudinal Studies; National Surveys; *Trend Analysis; *Victims of Crime
IDENTIFIERS- Child Protective Services

This study is the second of two, the first completed in 1980 and the second in 1986, which assessed the current national incidence of child abuse and neglect, and determined how the severity, frequency, and character of child maltreatment changed in the time period between the studies. Major findings include: (1) more than one million children nationwide experienced abuse or neglect in 1986; (2) over one-half of the countable cases involved abuse and just under one-half involved neglect; (3) moderate injuries predominated, occurring in 72% of cases; (4) countable cases of maltreatment in 1986 increased 66% over their 1980 incidence, primarily reflecting a significant increase in the incidence of abuse; (5) neither emotional abuse nor neglect showed reliable changes in incidence; (6) females experienced greater abuse overall than did males; (7) the overall incidence of maltreatment increased with age; (8) there were no significant relationships between the incidence of maltreatment and a child's race/ethnicity; (9) low income was a significant risk factor for maltreatment; (10) noninvestigatory agencies such as schools recognized more than two times the number of cases than investigatory agencies such as the police did; (11) the proportion of cases known to child protective services which involved maltreatment showed no reliable changes; and (12) the number of children reported to child protective services increased nearly 57 percent. Results imply that the increase in countable cases probably reflects an increase in the likelihood that professionals will recognize maltreatment, although abused and neglected children are not more likely to appear among screened reports to child protective services. (ABL)

DOCUMENT RESUME

ED 307 551 CG 021 721

Geroy, Gary D.
One Strike...Two Strikes...But They Don't Have to Be Out!
PUB DATE- Jan 89
NOTE- 17p.; Paper presented at the National Consultation on Vocational Counseling (15th, Ottawa, Canada, January 24-26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Change; Career Counseling; *Disadvantaged; Dropout Prevention; *Economic Change; Employee Attitudes; *Employment; *Labor Force Development

The realities of the changing economy include social as well as political polarization of socio-economically diverse groups. The roles and issues of disadvantaged persons in the work place and in national economic schemes are the subject of growing interest among economic planners, politicians, educators, and human resource development professionals. This paper was written to raise an informed awareness regarding disadvantaged workers. It presents a series of discussions of several socio-economic aspects of the emerging and existing disadvantaged worker. The discussions present a summary of the current and emerging critical elements of each topic and suggest foci and possible response tactics. The topics discussed include: (1) concern and bias; (2) transition to work; (3) phases in adjustment to work; (4) restrictions on choosing and deciding; (5) influences of life education, and other unstructured experiences; and (6) dropouts. The paper concludes that the disadvantaged worker group is increasingly becoming the available supply in the supply side economies of human capital and that dealing effectively with the disadvantaged is an issue of developing skills and compatibility, and not enforcing conformity. (NB)

DOCUMENT RESUME

ED 307 566 CG 021 940

Van Dyke, Catherine A.
An Annotated Bibliography of the Literature Dealing with Adolescent Suicide and What Educators Can Do To Help Reduce This Problem.
PUB DATE- Dec 88
NOTE- 54p.; Exit Project, Indiana University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Adolescents; Annotated Bibliographies; *Coping; *Depression (Psychology); Emotional Problems; Family Role; Mental Health; *Parent Child Relationship; Parent Role; Stress Management; *Suicide; *Teacher Student Relationship
IDENTIFIERS- Adolescent Suicide

The purpose of this study was to provide an overview of the complex and growing problem of adolescent suicide. The annotated bibliography consists of 7 articles on recent facts and data, 10 articles on causes determined by research, 11 items on indicators seen in adolescents, and 14 documents on how educators can help. A lack of secure social connections, compounded by poor parental examples, may lead to self-destructive behavior patterns, such as drug abuse, and perhaps later, suicide. Depression is a strong indicator of possible suicidal tendencies. Early recognition and identification by school personnel of such warning signals as prolonged depression in students should raise the alert of a possible suicide. It is recommended that: (1) schools include a mini-unit in the curriculum on suicide; (2) the topic of suicide be discussed openly after making students aware of it; (3) students should know where they can go for help; and (4) a national organization directing its attention towards the prevention of adolescent suicide should be formed. (PPB)

DOCUMENT RESUME

ED 307 582 CS 009 657

Bloome, David, Ed.
Literacy and Schooling.
REPORT NO.- ISBN-0-89391-331-6
PUB DATE- 87
NOTE- 381p.
AVAILABLE FROM- Ablex Publishing Corporation, 355 Chestnut St., Norwood, NJ 07648 ($29.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Illiteracy; *Literacy; Policy Formation; Reader Text Relationship; *Reading Instruction; Social Environment; Teaching Methods; Workbooks; *Writing Instruction
IDENTIFIERS- Job Related Literacy

This book offers a broad range of perspectives on the study of literacy in which reading and writing is examined as it occurs in classrooms, businesses, communities, and families, among other settings. The book contains the following chapters: (1) "In Search of Meaning" (Judith Green); (2) "The Development of Literacy: Access, Acquisition and Instruction" (Scott Paris and Karen Wixson); (3) "Illiteracy as a Social Fault" (David Smith); (4) "Using Cohesion Analysis to Understand Access to Knowledge" (James Collins); (5) "Sulking, Stepping and Tracking: The Effects of Attitude Assessment on Access to Literacy" (Perry Gilmore); (6) "Reading as a Social Process in a Middle School Classroom" (David Bloome); (7) "Classroom Interaction and Curricular Content" (Rebecca Barr); (8) "An Exploration of Reader-Text Interaction in a Small Group Discussion" (Joanne M. Golden); (9) "Teaching Writing as Communication: The Use of Ethnographic Findings in Classroom Practice" (Luis Moll and Rosa Diaz); (10) "Literacy at School and Literacy at Work" (Barbara Hutson); (11) "Workbooks: What They Can Teach Children about Forms" (Deborah Keller-Cohen and Janet Heineken); (12) "Literacy, Language, and Schooling: State Policy Implications" (Cynthia Wallat); (13) "Policy Development in Reading Education" (John Guthrie); (14) "Literacy in Society: Readers and Writers in the Worlds of Discourse" (Jay Robinson); and (15)

"Literacy Instruction in Secondary School Classroom Contexts" (Gladys Knott). (MS)

DOCUMENT RESUME

ED 307 597 CS 009 683

Stahl, Norman A.; And Others

The Development and Validation of a Comprehensive List of Primary Sources in College Reading Instruction. College Reading and Learning Assistance Technical Report No. 88-03.

PUB DATE- 89
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliographies; College Instruction; Educational History; Higher Education; Instructional Materials; *Reading Instruction; *Reading Skills; Resource Materials; *Study Skills

Designed to be an in-depth reference tool, this 593-item bibliography of instructional material in the field of college reading and study skills includes items covering the years 1896 to 1987. The bibliography targets the works of three types of scholars: (1) researchers who are oriented primarily to the present as well as those whose concerns are equally with the historical roots of the profession; (2) curriculum design specialists who want to understand the legacy of tradition in college reading; and (3) graduate students who undertake research for theses or dissertations. Most of the texts included in this bibliography were written primarily for use in college reading programs or in reading/study skills units offered by learning assistance centers. Also included are trade books that serve the academic and popular press markets. (RS)

DOCUMENT RESUME

ED 307 613 CS 211 722

Cain, Mary Ann
Examining Our Own Lenses: An Ethnographic Study of an Economics Classroom.
PUB DATE- Mar 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Content Area Writing; *Economics Education; Ethnography; Higher Education; Language Role; Teacher Student Relationship; Teaching Methods; *Writing Across the Curriculum
IDENTIFIERS- *Academic Discourse Communities; Process Approach (Writing)

An ethnographic study examined the role of language in an economics classroom. The researcher became an undergraduate economics student for one semester and concluded that the language practices in that economics classroom were represented neither by the transmission model nor the process approach to writing. The most valuable part of this ethnographic study, for both the researcher and the teacher, was the understanding of how difficult it is for any ethnographer to comprehend the lens through which he or she reads a community and how much researcher and teacher appreciated the opportunity to exchange views and to vent their frustrations about teaching. The researcher learned that if writing instructors want colleagues across the disciplines to review the assumptions behind their views of writing and reading, teaching and learning, then the writing instructors will also have to be willing to examine their own assumptions about their field. (RS)

DOCUMENT RESUME

ED 307 628 CS 211 864

Miller-Souviney, Barbara; Souviney, Randall
A Classroom Word Processing Guide. Report No. 18.
California Univ., La Jolla. Center for Human Information Processing.
PUB DATE- May 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Elementary Education; Student Writing Models; Teaching Methods; *Word Processing; *Writing Instruction; *Writing Processes

This guide discusses how a computer can motivate students, how it can be used as a support for the writing process, and how it can help teachers reinforce good writing habits. The guide includes sections on managing the classroom computer; student scheduling; human resources; introducing the computer; learning editor commands; managing student text files; and the writing process, which includes pre-writing, writing, response, revision, evaluation, and recognition. An appendix of letters from children to computer pen pals is attached. (MS)

DOCUMENT RESUME

ED 307 644 CS 506 613

Smith, V. A.
The Basic Course in Communication: A Performance Triad.
PUB DATE- 7 Apr 89
NOTE- 9p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Louisville, KY, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Articulation (Speech); *Diction; Higher Education; *Oral Interpretation; Performance; *Public Speaking; Speech Improvement; *Speech Instruction; Speech Skills
IDENTIFIERS- *Speech Communication Education

The key element to the survival of speech communication and its status in academe is the basic course, which tells the academic community what speech communication is and what it can produce in terms of observable student behavior. This basic course, upon which many communication departments depend, must produce students who are obviously trained in the art of speech if the field is to continue to prosper. The basic speech course should have a personal performance emphasis formulated on a "performance triad" consisting of units in voice and diction, oral interpretation, and public speaking. Practical training in voice and diction, which students are unlikely to get elsewhere, recognizes the essential utility of good speech and promotes the awareness that how we speak and sound is vitally important to our personal, social, and professional success. Oral interpretation offers a training ground for the student to practice the skills learned in the voice and diction unit, and an introduction to the oral interpretation of literature. Emphasis in the public speaking unit of the course would also be on the act of performance. The performance triad approach would return the basic course to the oral dimension of communication, improving the field's professional reputation, its usefulness to education, and the education of students. (SR)

DOCUMENT RESUME

ED 307 659 EA 020 872

Briggs, George; Lawton, Stephen
Efficiency, Effectiveness, and the Decentralization of Local School Systems.
PUB DATE- Mar 89
NOTE- 17p.; Paper presented at the Annual Meeting of the American Education Finance Association (San Antonio, TX, March 9-12, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Administrative Organization; *Budgeting; *Decentralization; Efficiency; Elementary Secondary Education; Foreign Countries; *Organizational Change; *Resource Allocation; *School Based Management; *School Districts
IDENTIFIERS- *Ontario

This paper explores some definitions of school-based budgeting and other forms of decentralization, attempts to determine the extent of their adoption, develops some indications of decentralization results, and provides suggestions for further research directions. The paper addresses (1) how often decentralization involving a change in resource allocation procedures is mentioned as a possible response to demand for change in educational systems; (2) the nature of the demand for changes in school system organization; (3) whether decentralization reported in the literature shifts resource allocation procedures toward the school level; and (4) whether decentralization produces improvements in efficiency, effectiveness, and accountability. The study reviews 14 articles published between 1980-88. Each article was analyzed to elicit answers to the research questions, and the results were tabulated according to sample size, attitude toward decentralization, nature of demand for organizational change, classification of the type of decentralization, and the results of the innovation adopted. Decentralization appears to be a positive innovation for addressing the demands for organizational change in school systems. Further research into the definition of decentralization and the development of a model of decentralization is required. More concrete, reportable research data are needed, in addition to more

school-level studies of decentralization effects, including their impact on the budgeting process in school systems. (28 references) (MLH)

DOCUMENT RESUME

ED 307 673 EA 020 928

Boich, John W., Ed.; And Others
The Canadian School Superintendent. Symposium Series 19.
Ontario Inst. for Studies in Education, Toronto.
REPORT NO.- ISBN-0-7744-0329-2
PUB DATE- 89
NOTE- 178p.
AVAILABLE FROM- OISE Press, 252 Bloor Street West, Toronto, Ontario M5S 1V6, Canada ($22.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; *Educational Administration; Educational Trends; Elementary Secondary Education; Foreign Countries; *Futures (of Society); *Instructional Leadership; *Occupational Information; *School Administration; School Personnel; *Superintendents
IDENTIFIERS- Canada

This collection of papers examines the historical development, current circumstances, and likely future of the school superintendent's role in the various major regions of Canada and from a national perspective. All of the papers focus on the historical development, legislative provisions, duties and responsibilities, preparation and certification, current issues, and future projections regarding the school superintendency in the five regions of Canada: British Columbia, the Prairie provinces, Ontario, Quebec, and the Atlantic Provinces. The authors represent a mix of regions, roles, and writing styles: practicing superintendents, educational administration scholars, professional association executives, provincial officials, and university personnel. Tensions addressed are those of centralization versus decentralization; public servant versus corporate executive; and professional educator versus political manager. (SI)

DOCUMENT RESUME

ED 307 688 EA 020 989

Theobald, Neil D.

Whether in Knowledge or in Ignorance: An Econometric Model of K-12 Public School Teacher Retention.

PUB DATE- Mar 89

NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Educational Policy; Elementary Secondary Education; Enrollment Rate; Minority Groups; *Public School Teachers; School Districts; Teacher Characteristics; *Teacher Persistence

IDENTIFIERS- Washington

This study provides a framework educational decision-makers can use to formulate public policies that will favorably influence the retention behavior of K-12 teachers. A teacher retention model is estimated for a sample of all teachers employed by Washington State school districts between 1984 and 1987. After an introduction, the empirical model and estimation procedures are outlined. The third section provides a description of the data and the parameter estimates. The implications of these findings are developed in section 4. Conclusions suggest that a decision to continue teaching in the same district the following year is negatively related to several school district characteristics, including assessed property value per student and the percentage of Indians and Asians in the student population, while a "stay decision" is positively correlated to district enrollment. Teacher retention is also positively correlated to district enrollment and with professional characteristics such as an elementary teaching assignment, years of teaching experience, and next year's expected salary. Appended are 10 references. (SI)

DOCUMENT RESUME

ED 307 706 EA 021 032

Hall, Jamie L.
A Local School District Implements a State Mandated Instructional Program on AIDS Prevention.
PUB DATE- Mar 89
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Elementary Secondary Education; *Health Education; *Health Programs; Special Health Problems
IDENTIFIERS- *Oklahoma

Implementation of an Acquired Immune Deficiency Syndrome (AIDS) education program in Oklahoma is briefly outlined in the areas of the state mandate, local implementation, teacher training, parent meetings, and short and long courses. A study of the level of student knowledge about AIDS before and after instruction is described. Subjects were 7,145 students, grades 5 through 12, in a large inner city school system. Pretesting with a locally developed instrument indicated a fairly strong knowledge base prior to instruction. Instruction time varied from three to five class periods depending on grade level. Posttesting showed the majority of students had increased knowledge, particularly in the areas of causes, means of transmission, and authoritative sources of information. However, there was evidence of lingering misconceptions. Appended are 20 references and two tables (percentage of students mastering each objective on pretest and posttest and questions that fewer eighth-grade students answered correctly on posttest.) (Author/SI)

DOCUMENT RESUME

ED 307 723 EA 021 063

Lyons, Geoffrey; Stenning, Ron
Managing Staff in Schools: Training Materials.
REPORT NO.- ISBN-0-09-163481-4
PUB DATE- 86
NOTE- 236p.; For related document, see EA 021 062.
AVAILABLE FROM- Hutchinson and Co. (Publishers) Ltd., Brookmount
House, 62-65 Chandos Place, Covent Garden, London, WC2N 4NW, United
Kingdom.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- Decision Making; Decision Making Skills; Elementary
Secondary Education; *Employer Employee Relationship; Grievance
Procedures; Interpersonal Communication; Management Development;
Staff Development; *Supervisory Methods; *Supervisory Training;
*Training; Workbooks

In five parts, this workbook provides training materials to enhance the effectiveness of headteachers in the process of managing school staff. The workbook's twofold purpose is to develop headteachers' knowledge about staff management matters and develop their skills in the management of interpersonal and group relationships. The training materials presented here should be used with the handbook, "Managing Staff in Schools," and reflect the themes explored in the handbook. The workbook covers the following topics: the legal framework of employment, staff planning and staff development, staff communications and decision-making in the school, coping with individual and collective grievances, and maintenance of the code of staff conduct. (JAM)

DOCUMENT RESUME

ED 307 738   EC 212 043

Lutfiyya, Zana Marie
Materials on Relationships.
Syracuse Univ., NY. Center on Human Policy.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation
  Research (ED/OSERS), Washington, DC.
PUB DATE- Aug 88
NOTE- 23p.
CONTRACT- 300-85-0076
GRANT- G0085C03503
AVAILABLE FROM- Syracuse University, Center on Human Policy, Research
  and Training Center on Community Integration, 724 Comstock Ave.,
  Syracuse, NY 13244-4230 ($1.90).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
  Information Analysis/State-of-the-Art Materials (070) Reference
  Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; Friendship; *Human Relations;
  *Interpersonal Relationship; *Normalization (Handicapped); Peer
  Relationship; *Social Integration

This paper describes factors which influence the development of relationships between individuals with disabilities and "typical" people. People with disabilities are often separated from their families and communities, cast into roles of dependency and passivity, and kept at a social distance from other community members. Typical community members lose the chance to meet, get to know, and be with individuals with disabilities. By entering a program, people with disabilities are turned into "clients." Being a client can create barriers in the development of reciprocal and nourishing relationships with others. Six characteristics have been identified that are experienced by typical people in their efforts to meet others and develop relationships, and these characteristics may not be as available for people with disabilities. These qualities include opportunity, support, diversity, continuity, freely chosen relationships, and intimacy. A variety of accepting relationships between typical and disabled individuals is possible, and partners in such relationships report a reciprocity in their interactions that may not be apparent to the outside observer.

Human services workers are encouraged to provide opportunities where people can comfortably come together to meet each other. An annotated bibliography is appended, listing six related reading items. (JDD)

DOCUMENT RESUME

ED 307 752   EC 220 257

AUTHOR Taylor, Steven J.; And Others
TITLE An Evaluation of Connecticut's Community Training Home Program.
INSTITUTION Syracuse Univ., NY. Center on Human Policy.
SPONS AGENCY National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE Jun 86
NOTE 96p.
CONTRACT 300-85-0076
AVAILABLE FROM Syracuse University, Center on Human Policy, Research and Training Center on Community Integration, 724 Comstock Ave., Syracuse, NY 13244-4230 ($5.25).
LANGUAGE English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE Reports - Evaluative/Feasibility (142)
DESCRIPTORS *Community Programs; *Family Environment; *Foster Care; *Mental Retardation; Needs Assessment; Program Administration; Program Evaluation; *Program Improvement; *Residential Programs; Respite Care; Severe Mental Retardation
IDENTIFIERS Connecticut

The report contains the findings and recommendations of an evaluation of the Community Training Home program operated by the Connecticut Department of Mental Retardation. The section on background information provides details of the history of the program which currently provides foster care services for 478 people with mental retardation of which 164 were children and 195 were labeled severely or profoundly retarded. The strengths of the program are identified next and include the program model based on placing retarded persons into typical homes and families. The next section identifies problems and offers recommendations. These include redefining the training home; division into separate programs for adults and for children, with distinct policies for each; adoption of permanency planning as a formal policy for children with an increased subsidized adoption rate; clarification of the authority of the Central Office vis-a-vis the regions; development of an annual plan for program operation; development of a single, simplified rate level system for the program; establishment of a standard personal allowance; allocation of additional funds to respite and support services; development of

separate training programs for home service providers; improved monitoring of the homes; intensive training for professional staff; development of a statewide quality assurance system; and expansion of the Community Training Home program. (DB)

DOCUMENT RESUME

ED 307 767 EC 220 276

TITLE H.R. 4904, Technology-Related Assistance for Individuals with Disabilities Act of 1988. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, Second Session.

INSTITUTION Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE 30 Jun 88

NOTE 107p.; Serial No. 100-103. Some pages contain small print.

AVAILABLE FROM Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE English

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS *Assistive Devices (for Disabled); *Disabilities; *Federal Legislation; Hearings; Normalization (Handicapped); Program Development; State Programs; *Technology

IDENTIFIERS Congress 100th; Proposed Legislation

ABSTRACT Testimony is presented on H.R. 4904, "Technology-Related Assistance for Individuals with Disabilities Act of 1988." The legislation allows states to apply for grants to be used to develop and implement a consumer-responsive statewide program of technology-related assistance. States may develop the program by providing assistive technology devices and services, by developing an information dissemination system, by establishing or enhancing training and technical assistance, or by designing public awareness projects. Statements, letters, and supplemental materials are included from: (1) two Representatives in Congress, Steve Bartlett and James Jeffords; (2) representatives of government agencies, including the Minnesota Governor's Initiative on Technology for People with Disabilities and the Rehabilitation Services Administration; (3) representatives from private agencies, including Coalition on Technology and Disability, Apple Computer, Inc., American Society of Mechanical Engineers, and Council for Exceptional Children; and (4) a private citizen with quadriplegia. (JDD)

DOCUMENT RESUME

ED 307 781 EC 220 290

AUTHOR Sawyer, Robert N.
TITLE Purchase and Possession: A National Database for the Scientifically, Mathematically and Technologically Talented and Discussant Reactions.
PUB DATE Mar 88
NOTE 25p.; In: Dreyden, Julia I., Ed.; And Others. Developing Talent in Mathematics, Science and Technology: A Conference on Academic Talent (Durham, North Carolina, March 28-30, 1988); see EC 220 285.
LANGUAGE English
EDRS PRICE MF01/PC01 Plus Postage.
PUB TYPE Speeches/Conference Papers; "Papers Presented at..." (150) -- Reports - Descriptive (Program/Project Descriptions) (141) -- Opinion Papers/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS *Academically Gifted; *Agency Cooperation; *Databases; Higher Education; *Mathematics Skills; *National Programs; Research Tools; *Scientific Literacy; Secondary Education; Talent Identification; Technological Literacy

This conference presentation discusses the place, framework, and importance of establishing a national database of academic talent in mathematics, science, and technology. A vision of such a database is presented, in which educators and researchers are urged to transform rationales for research from the reactive toward the active, to turn from a rhetoric of desperation toward opportunity and enriching challenges. The talent search process, conducted through regional programs at Duke University (North Carolina), Johns Hopkins University (Maryland), University of Denver (Colorado), and Northwestern University (Illinois), is described, along with the electronic databases being used and the database contents. A confederation of the four talent search programs is called for, with the responsibility to develop: a reporting system, policies and procedures for location, staffing, and governance, and a mechanism for regulating use of data. A discussant reaction by Robert Thompson notes that the national database is not the end point, but an essential vehicle for accomplishing the goals of guiding the harvest of talent and evaluating the yield. Several critical questions in developing a conceptual framework for such a database are outlined. A second reaction by T. James Haney describes how microcomputer technology could be used to achieve the goals of the national database. (JDD)

ED 307 377 CE 050 189

Budke, Wesley E.
Effective Teaching in Vocational Education. Practice Application Brief.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- OERI-RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Research; Postsecondary Education; *Program Effectiveness; Program Evaluation; Secondary Education; *Teacher Effectiveness; *Teaching Methods; *Vocational Education

The staff at the Northwest Regional Educational Laboratory developed a framework that classifies factors contributing to secondary vocational education effectiveness. These factors are organized into four categories--occupational, educational, ancillary, and societal. Another study reviewed the effective schooling literature and identified six factors that relate positively to increased learning: time on task, performance expectations, student motivation, cooperative (team) learning, effective learning climate, and use of evaluation. A third study identified 13 principles of teaching and learning that provide the rationale for the organization and structure of subject matter, motivation of students, reward and reinforcement, and the selection of teaching techniques. (YLB)

ED 307 392 CE 051 807

Mickelson, Daniel D.

The Future of Vo-Ag Education.

PUB DATE- 3 Dec 88

NOTE- 16p.; Speech given at the Annual Meeting of the National Association of Supervisors of Agricultural Education (St. Louis, MO, December 3, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Agribusiness; *Agricultural Education; *Agricultural Trends; Attitude Change; *Attitudes; Educational Improvement; *Educational Needs; Educational Trends; Farmers; *Futures (of Society); Postsecondary Education; Rural Youth; Secondary Education; Student Recruitment; Urban Youth; *Vocational Education

U.S. agriculture has built its reputation on the best agricultural education system in the world. However, its greatness only provides a solid foundation on which to build an even better future. Some things that must be done to meet the challenge of the future are the following: (1) change the stereotypes of what farming is; vocational agriculture is not just for growing things on the farm--it is for the entire process of developing and delivering food and goods to the consumer; (2) refine the image that the public has of the farmer and elevate the farmer's self-image; (3) require courses on food production and food economy for all students, at high school or junior college levels; and (4) recruit city students into agricultural education, because the field of agriculture will reach far beyond its traditional boundaries--for example, into bioengineering. Meeting the challenge to improve and expand the image of vocational agriculture will enable agricultural educators to participate in the exciting field of food production in the future. (KC)

ED 307 552 CG 021 722

Stewin, L. L.; And Others
Media Psychology: An Application in the Canadian Context.
PUB DATE- Aug 88
NOTE- 17p.; Paper presented at the Annual Meeting of the International Council of Psychologists (46th, Singapore, August 21-25, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at...." (150)
DESCRIPTORS- *Counseling Services; *Counseling Techniques; *Counselor Role; *Educational Radio; Foreign Countries; *Mass Instruction; *Trend Analysis
IDENTIFIERS- Canada; *Media Psychology

During the last three decades there has been growing dissatisfaction with remedial mental health approaches and a greater tendency to focus on primary prevention in mental health programs. A recent development in Canadian radio broadcasting is media psychology, whereby the masses are exposed to new attempts to disseminate psychoeducational information. The radio program "That's Living" is a preventative radio counseling program which increases the flow of information from the psychologist or psychiatrist to the general public. The program offers listeners what they want and what they need. Radio talk-back programs disseminate information, facilitate social networks, teach, advise, and simply communicate in a cost-effective manner. A concern about media psychology is that problems may be exploited or trivialized for entertainment value. Various talk-show hosts may be biased. However, most criticism revolves around the question of whether the medium should be considered therapy or counseling. Calls involve personal decision making, requests for expert opinions, explanations of professional matters, fulfilling a need for a listener, resource information, and analytic questions. The major role of the counselor is educational rather than therapeutic. Media psychology is here to stay and this has dramatic implications for the concepts of mental health services delivery and education. (ABL)

ED 307 598 CS 009 684

Reading Objectives: 1990 Assessment. The Nation's Report Card, the National Assessment of Educational Progress.

Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-88685-079-7
PUB DATE- Apr 89
NOTE- 71p.
GRANT- G-008720335
AVAILABLE FROM- National Assessment of Educational Progress at Educational Testing Service, Publications, Rosedale Road, Princeton, NJ 08541-0001 ($5.00 plus $1.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; *Educational Quality; Elementary Secondary Education; Reading Ability; Reading Achievement; *Reading Research; *Reading Tests; *Standardized Tests; *Test Construction; Testing Programs; Theory Practice Relationship
IDENTIFIERS- *National Assessment of Educational Progress

Since 1969 when it was mandated by Congress, the National Assessment of Educational Progress (NAEP) has gathered information about the performance of 9-, 13-, and 17-year-old students in many subject areas, but most frequently in reading. Designed to reflect current developments in reading theory and research, this booklet describes the objectives used to guide the construction of the 1990 NAEP's measurement of reading proficiency. Chapter titles include: "Design of the 1990 Reading Assessment"; (2) "Modes of Reading Comprehension"; (3) "Text Categories"; (4) "Development of Cognitive Items"; (5) "Factors Influencing Comprehension"; and (6) "Development of Background Items." (A list of participants in the development process and sample items are attached.) (RS)

ED 307 614 CS 211 724

Kerges, Jo
Half Someone Else's: Theories, Stories, and the Conversation of Literature.
PUB DATE- Mar 89
NOTE- 26p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *English Instruction; Fiction; Higher Education; *Literature Appreciation; Metaphors; *Reader Response; *Reading Writing Relationship; Story Telling; *Theory Practice Relationship
IDENTIFIERS- Aesthetic Reading; Author Reader Relationship; Hawthorne (Nathaniel); *Literary Theory; New Criticism; Reader Response Criticism

Despite their impact on literary criticism, contemporary theories of reader response and deconstruction seem to have had little effect on the practice of teaching literature, and most teachers of introductory literature courses remain vague about what these "new" theories are and how they can be used. Proponents of some of these theories argue that there is a text fixed permanently in the world, with secrets waiting to be unlocked by the perceptive reader able to decipher its code. Other theorists contend that the text is rendered wildly unstable either by the vagaries of human personality or by the whims of the community that interprets it. A more useful theory is that "the story" is in fact central to the reader's involvement with a work of fiction, that it is what determines the reader's engagement with and interpretation of the literary text and that students need to be invited into the process of story telling. In particular, stories about story telling can be helpful because they are metaphors for the reader-writer relationship and demonstrate how essential writers know their readers to be in both the making and the interpretation of a literary work. The struggle stories such as Nathaniel Hawthorne's "Wakefield" and Grace Paley's "A Conversation with my Father" suggest the struggle individuals are always engaged in to negotiate textual territory as tellers and listeners, while trying to respect the author's property rights as people stake out their readerly claim. (Twenty-six references are attached.) (MS)

ED 307 629 CS 211 868

McCracken, Tim
The Problematics of Postmodernism: The Double-Voiced Honors Canon.
PUB DATE- 16 May 89
NOTE- 10p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Curriculum Development; English Instruction; Higher Education; *Honors Curriculum; Interdisciplinary Approach; *Literary Criticism; Literary History; *Literature Appreciation
IDENTIFIERS- *Literary Canon; Postmodernism

Honors education is not immune from the current controversy concerning the role of the literary canon. Indeed, the problem seems especially crucial for honors programs, for their curriculums are often multi-disciplinary in their approaches to culture and history. The solution may lie in what Linda Hutcheon calls the "poetics of the postmodern." For Hutcheon, an essential strategy of the postmodern is that of the "double voicing" found in language itself--of installing and questioning, of enunciating and contextualizing. The double-voiced strategy can be used when discussing curriculum revision. This can be done by installing the canon using special texts which in turn question the canon. These texts are "historiographic metafiction," and incorporate literature, history, and theory of the postmodern domain. Through historiographic metafiction, all the assumed grounds of understanding are questioned. A three-semester sequence based on the tripartite division of history into Premodern, Modern, and Postmodern periods can accomplish the double-voiced honors curriculum. The first two semesters would be devoted to the installation of the canon. The third semester would then question the canon by using historiographic metafiction, such as Umberto Eco's "The Name of the Rose," John Gardner's "The Sunlight Dialogues," and Christa Wolf's "Cassandra." (MM)

ED 307 674 EA 020 929

Newman, Joan A.
Helping Parents To Help Their Children Succeed in School: What Research Says about Supplementary Home Instruction.
Educational Service District 189, Mt. Vernon, Wash.
PUB DATE- May 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Child Development; Early Childhood Education; *Family Environment; *Home Instruction; *Parent Child Relationship; *Parent Education; Preschool Education
IDENTIFIERS- *Birth to Three Program

Research entered into the ERIC system in the 1980s strongly endorses supplementary home instruction as a way for parents to improve their children's chances of success in school. At children's earliest ages, parents seem most successful when provided with information on child development and activities useful at certain stages of children's development. With preschoolers, the research supports reading aloud to children, encouraging exploration of the concrete world, and expanding children's experiences through trips, home activities, and viewing and discussing television together. When children enter school, parents can pursue supplementary activities sent home by teachers for the first three grades and reinforce school activities for the remaining grades. Throughout their children's growing years, parents of the most successful children model behaviors most likely to help them do well--being hardworking and active, doing their best, putting work before play, and stressing self-discipline. Other helpful parent characteristics include being interested in children's interests, listening to children, being responsive to them, and respecting children even when they make mistakes. (76 references) (Author/MLH)

ED 307 689 EA 020 990

Raywid, Mary Anne
The Case for Public Schools of Choice. Fastback 283.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-283-6
PUB DATE- 89
NOTE- 47p.; Sponsored by the Cook Inlet Alaska Chapter (Anchorage), Farthest North Alaska Chapter (Fairbanks), and the Southeast Alaska Chapter (Juneau) to honor Donald McDermott.
AVAILABLE FROM- Publications, Phi Delta Kappa Educational Foundation, Eighth Street and Union Avenue, P.O. Box 789, Bloomington, IN 47402-0789 ($.90; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Parent Participation; *Public Schools; *School Choice; *School Organization; *Student Participation; Teacher Participation

A case is made for public schools of choice based on major strands of evidence from the perspective of students, parents, and teachers. This is followed by a brief overview covering the extent of schools of choice, the nature of their support, their organizational features, and their accomplishments. The critical feature of the school choice issue is that the school is selected by the student and family. Two major types of schools affiliated with the concept are alternative and magnet schools. Schools of choice offer positive outcomes in terms of student achievement and teacher satisfaction. Appended are 135 references. (SI)

ED 307 707 EA 021 033

Watras, Joseph
What Happened to Teachers during the Desegregation of Dayton City
  Schools (1964-1976)?
PUB DATE- Mar 89
NOTE- 14p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (San Francisco, CA, March 27-31,
  1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
  -- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Desegregation Effects; Elementary Secondary Education;
  *School Desegregation; *Social Integration; *Teacher Attitudes
IDENTIFIERS- *Dayton Public Schools OH

This paper describes teacher attitudes and circumstances during and after Dayton City School's successful desegregation. Teachers were moved to integrated schools relatively early and easily. As a group, they did not become involved in the 1975-76 busing brouhaha that accompanied court-ordered desegregation. Fearing the destabilization of their students, teachers opposed programs that took children away from their buildings for the purposes of integrating science and humanities programs. Teachers criticized inservice programs designed to make them more sensitive to the needs of minority children; however, in principle, they supported desegregation. They also felt that they adequately met discipline problems that the social pressures of desegregation brought to the classroom. Most teachers felt that busing should include the outlying suburbs. The conclusion that Dayton's problems still exist despite a shrinking minority population has motivated administrators to talk about a system of magnet schools to make them more attractive to suburban students. The magnet schools will be set up to induce children in the suburbs to commute to the Dayton metropolitan area in the hope of encouraging further desegregation. It is not clear what pressures these new plans will bring to teachers. (JAM)

Melnick, Steven A.
Cooperating Teachers: What Do They See in the Classroom?
PUB DATE- Mar 89
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) -- Speeches, Conference Papers, "Papers Presented at..." (150) -- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Observation Techniques; *Cooperating Teachers; Elementary Secondary Education; Field Experience Programs; Lesson Observation Criteria; *Practicum Supervision; *Student Teacher Evaluation; Student Teachers; *Student Teacher Supervisors; Student Teaching

A study sought to determine the extent to which cooperating teachers' narrative comments on weekly observations reflect six categories of beginning teachers' competencies and to ascertain the relationships among cooperating teachers' narrative comments, their midterm evaluations of student teachers, and their final evaluation of student teachers. The sample consisted of 25 cooperating teachers primarily in grades K-8. Cooperating teachers were asked to focus their evaluations on a set of 50 teacher competency statements. Both qualitative and quantitative data were used in the analyses. Findings cited significant differences between midterm and final numerical ratings, although cooperating teachers did not focus on these ratings in their weekly narrative evaluations. In addition, cooperating teachers' narrative comments lacked specificity and tended to provide only positive feedback. The results suggest that in the absence of well-documented observations of student teachers, cooperating teachers find it difficult to discern student teachers' professional growth. If student teachers are to significantly improve during their practicum experience, it is essential to provide adequate training of cooperative teachers. Appended are the list of teaching competencies and student teaching evaluation forms. (JAM)

ED 307 406 CE 052 465

Marketing Education. Vocational Education Program Courses Standards.
Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

REPORT NO.- DE131-BK88
PUB DATE- Jul 88
NOTE- 188p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Competence; *Competency Based Education; *Course Content; Distributive Education; *Marketing; Postsecondary Education; Secondary Education; *State Standards; Vocational Education
IDENTIFIERS- *Florida

This document contains vocational education program courses standards for exploratory courses, practical arts courses, and job preparatory programs offered at the secondary or postsecondary level as a part of Florida's comprehensive vocational education program. Each program course standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts/content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome. For secondary job preparatory programs, courses have been designated with student performance standards listed for each course. Program and course standards are based upon competencies required for entry, advancement, and upgrading in occupations in the vocational program areas. This guide contains an overview of 35 marketing/distribution program area courses. Course title, number, level, number of credits, certification coverage, major concepts/content, laboratory activities, and intended outcomes (objectives) are listed for each course. (KC)

ED 307 420　　　　　　　　CE 052 484

Farmer, Edgar I.
Trade and Industrial Education: Visions of the Future.
PUB DATE- 17 Apr 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Vocational Education; Educational Change; *Educational Improvement; Industrial Education; *Teacher Education; *Trade and Industrial Education; *Trade and Industrial Teachers; Vocational Education

The future effectiveness of trade and industrial (T&I) education programs can be increased by reforms in teacher education, collaboration with national support agencies, and taking advantage of technological and instructional advances. Among the important teacher education reforms are the following: (1) teacher preparation should include liberal arts studies and academic skills; (2) certification levels and work assignments should recognize the difference in teachers' knowledge, skill, and commitment; (3) a differentiated staffing pattern should be established and include master and lead teachers; (4) teacher preparation should include study of the subjects they will teach, under the tutelage of instructors who are effective teaching models and who understand the pedagogy related to those studies; (5) generic education courses should be replaced with studies of teaching and learning that are subject-matter oriented; and (6) special teacher recruitment and retraining efforts should be aimed at ethnic and racial minority groups. Collaboration with national support groups should include relationships with the American Association for Vocational Instructional Materials and the Vocational-Technical Education Consortium of the States. Among the technical and instructional advances that should be utilized are computer-based competency modules, video teleconferencing, occupational competency testing; vocational education competency achievement tracking system, and computerized competency/test-item bank. (CML)

ED 307 434 CE 052 503

Beil, Drake
Consultancy: Key Strategies and Tactics.
PUB DATE- Jun 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Consultants; *Employer Attitudes; *Human Resources; Networks; Professional Services; *Standards; Training

Human resource consultancy as a profession is misunderstood and often justly criticized. There are some standards for excellence in consultancy, and the process of human resource consultancy is at the very heart of training and development. A panel of four employers of consultants shared their views at the 1988 Dallas National Conference of the American Society for Training and Development's Human Resources Development Consultancy Network. The panel discussed 45 issues and dilemmas in client-consultant relationships, covering a variety of consulting roles. Among the recurring themes advanced by panel members were the following: (1) plan for your consultancy relationship; (2) market your services or products specifically; (3) be the expert; and (4) do what you say you'll do. The panelists also dealt with the process of determining the needs of people, groups, and organizations, and meeting them with specific interventions, along with pricing. (The mission statement of the Human Resources Development Network is included in this document.) (KC)

ED 307 450   CE 052 558

Cuellar, Sylvia
An Inquiry into Adult Education at Six British Universities.
PUB DATE- 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *College Administration; College Curriculum; Educational Policy; *Educational Practices; Educational Theories; Foreign Countries; Government School Relationship; Graduate Study; Higher Education; *Institutional Characteristics; Liberal Arts; Role of Education; School Role; *Universities
IDENTIFIERS- *England; Open University (Great Britain); University of Cambridge (England); University of Leeds (England); University of Nottingham (England); University of Oxford (England); University of Sussex (England)

This study (which involved visits to six British universities, reading of university publications, and interviews with university officials) reveals the following three trends concerning how these institutions serve adult learners: (1) a trend toward offering liberal education courses to the general public for personal development; (2) a shift toward the U.S. model of graduate studies that usually require both research and course work rather than the more typical British model that requires only research; and (3) the Thatcher government's shift in financial support away from higher education and toward vocational education, which reverses the emphasis on an educated general public begun in the mid-19th century. The six universities studied were the University of Sussex, University of Leeds, University of Nottingham, University of Oxford, University of Cambridge, and the Open University. (CML)

ED 307 466 CE 052 593

Leonard, David
Cultures Traditionnelles de Plein Champ (Traditional Field Crops). Appropriate Technologies for Development. Peace Corps Information Collection & Exchange Reprint Series No. R-65.
TransCentury Corp., Washington, D.C.
SPONS. AGENCY- Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Sep 87
NOTE- 496p.; Translated by Glenda Fabre. For an English version, see ED 241 773. For a Spanish version, see CE 052 603.
CONTRACT- 79-043-0129
LANGUAGE- French
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Translations (170)
DESCRIPTORS- *Agricultural Education; *Agricultural Production; Agricultural Skills; Agronomy; Annotated Bibliographies; Developing Nations; *Extension Agents; Extension Education; Fertilizers; *Field Crops; Foreign Countries; French; Guidelines; Harvesting; Herbicides; Horticulture; Land Use; Measurement; Pesticides; Pests; Postsecondary Education; *Rural Development; Rural Education; Soil Conservation; Soil Science; Vocational Education; Volunteers; *Volunteer Training
IDENTIFIERS- Peace Corps

Written in French, this manual, which deals with traditional field crops, is primarily designed to help Peace Corps volunteers develop and strengthen their agricultural skills. The focus of the manual is on surveying and interpreting local agricultural environment and individual farm units, developing agricultural extension techniques and practices, and providing basic hands-on and technical skills for extension workers in operations from farm land preparation through harvest. Covered in the individual chapters of the guide are the agricultural environment; reference crops; planning and preparation; soil fertility and management; pest and disease control; and harvesting, drying, and storage of crops. Appendixes to the manual include a list of common units of measurement and conversion; guidelines for conducting field trial result tests and demonstration plots, structural analysis, and soil samples; directions for using pesticides and herbicides; suggestions for troubleshooting common crop problems; lists of hunger signs in reference crops; and a discussion of planting skills for field extension workers. Concluding the manual are a glossary, a four-page bibliography, and a list of six references. (CML)

ED 307 480 CE 052 607

A Trainer's Resource Guide. Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-12.

Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Aug 83
NOTE- 182p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Planning; *Program Development; Program Evaluation; Resource Materials; Staff Role; *Trainers; Volunteers; *Volunteer Training
IDENTIFIERS- *Peace Corps

This resource guide is designed to provide Peace Corps trainers with common demoninators of knowledge about Peace Corps training philosophy, its goals, and the expectations and training skills required by the Peace Corps. It is intended as a resource to help plan, prepare, and conduct a program that is responsive to a variety of training situations. Section 1 outlines the present Peace Corps training philosophy, its training goals, and the assumptions underlying the two. The outline in section 2 provides the minimum standards the Peace Corps feels are essential for any training programs. Sections 3 and 4 contain descriptions and list the planning responsibilities of these training staff positions: project director, logistics specialist, language coordinator, technical coordinator, cross-cultural coordinator, language instructor, secretary, cook, and driver. Section 5 is an administrative checklist of those tasks to be taken care of before trainees arrive. Section 6 defines major training terms used by the Peace Corps. Section 7 outlines what behavioral objectives are and how to write them, and it provides a sample training session plan. Discussion in section 8 is intended to assist individuals in integrating training. Section 9 focuses on training evaluation--trainee, training program, and daily session. Other contents are a sample training report, project training plan, and sample training session design. (YLB)

ED 307 494 CE 052 621

Mercer, Elizabeth
Women, Work and Child Care.
National Commission on Working Women, Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- May 89
NOTE- 5p.
AVAILABLE FROM- Wider Opportunities for Women, 1325 G Street, NW, Lower Level, Washington, DC 20005.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; *Child Caregivers; Child Care Occupations; Children; *Day Care; Day Care Centers; *Employed Women; Employer Employee Relationship; *Employment Practices; Employment Projections; Expenditures; Family Income; Federal Legislation; Fringe Benefits; Money Management; *Mothers; Parents; Wages

This fact sheet provides an array of statistical data on working mothers, such as the need for child care, the child care providers, who supports child care, and work and family. Data sources include a number of federal government and private organizations. Among the statistics highlighted are the following: (1) in 1988, 65 percent of all women with children under 18 worked outside the home; (2) one in every four mothers in the work force maintains her own family; (3) 60 percent of all children had working mothers in 1988; (4) by the year 2000, 80 percent of women in their prime childbearing years (25-44) will be in the labor force; (5) 11.3 million children under 6 have working mothers; (6) approximately 3 million people, mostly women, are employed as child care providers; (7) many providers working in child care centers do not receive benefits; (8) child care workers rank in the lowest 10 percent of wage earners in the United States; (9) staff turnover rate in child care centers and day care homes is between 35-60 percent per year; (10) the United States has no comprehensive child care policy--federal and state governments and labor unions offer some assistance to providers and parents; (11) child care is a family's fourth largest expense, after housing, food, and taxes; (12) the cost of child care precludes some women from working; and (13) child care and parental leave initiatives have been introduced in Congress. (The document also includes an outline of high-quality day care practices.) (KC)

ED 307 509 CG 021 669

Steinberg, Laurence; And Others
Noninstructional Influences on High School Student Achievement: The Contributions of Parents, Peers, Extracurricular Activities, and Part-Time Work.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 88
NOTE- 62p.
GRANT- G008690007
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Extracurricular Activities; *Family Influence; High Schools; *High School Students; Part Time Employment; *Peer Influence; Performance Factors; *Student Employment; Student Participation

This document presents a review of the research on experiences outside of the classroom that may affect student achievement during the high school years, focusing specifically on the areas of family influences, peer influences, part-time employment of students, and student participation in extracurricular activities. It reports on studies of familial influence on student achievement which have shown that family social class is highly correlated with school success, but that the relation between school performance and either family structure or maternal employment status is far less substantial than is widely believed. Research on peer influences is reviewed which suggests that most peers seem to encourage, rather than discourage, academic success. Studies on part-time employment and student achievement are reported which suggest that employment in excess of 15 hours per week during the school year may adversely affect high school students' school performance and investment in school, especially among students who begin working when they are sophomores or juniors. Also discussed are studies examining extracurricular participation, most of which focus almost exclusively on interscholastic athletics. Findings from these studies are reported which suggest that participation in extracurricular activities is more likely to enhance than interfere with high school students' academic aspirations or achievement. One hundred and thirty-five references are included. (NB)

ED 307 523 CG 021 684

Amigo, Emilio Mario
Underutilization of Mental Health Services by Lower Socioeconomic Status Mexican-Americans.
PUB DATE- 17 May 89
NOTE- 55p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Acculturation; Cultural Influences; *Human Services; Incidence; *Low Income Groups; *Mental Health Programs; *Mexican Americans; Psychopathology; *Socioeconomic Status; Use Studies

Underutilization of mental health services is a function of the difference between actual prevalence of psychological dysfunction and need, and the number of treated cases. An extensive evaluation was conducted of the empirical literature on the underutilization of mental health services by lower socioeconomic status Mexican-Americans. The literature reviewed defined and provided evidence of Mexican-American underutilization of traditional mental health services. Significant barriers that hinder utilization were identified. They included Mexican cultural tradition, acculturation, the Mexican-American view of psychopathology and healing, socioeconomic status, level of psychopathology, the therapeutic relationship, and expectations regarding mental health services. It was also revealed that mental health agencies have attempted to enhance utilization by developing more professional sensitivity to the issues of acculturation and language differences. Research revealed that Mexican-Americans responded better to more problem-oriented treatment. Orientation programs, which provide both the Mexican-American client and the Anglo-American therapist with ways to better understand each other have also proved beneficial. (Sixty-five references are included.) (Author/NB)

ED 307 537 CG 021 701

Iowa Guidance Surveys: The Dropout--Fiscal Year 1988; The Graduate--One Year After--Fiscal Year-1987.
Iowa State Dept. of Education, Des Moines.
PUB DATE- 88
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Dropout Rate; Dropout Research; *Dropouts; *Graduate Surveys; High Schools; *High School Students; *Outcomes of Education; Trend Analysis; Vocational Followup

This publication provides statistical data about dropouts and graduates of the Iowa public schools for the year 1988, presented in the form of tables and graphs. These tables and graphs are included: (1) fiscal 1988 secondary school dropout rate compared by state enrollment categories and merged areas; (2) dropouts compared by gender for state enrollment categories and merged areas; (3) grade distribution of dropouts by enrollment categories; (4) percentage of total enrollment versus percentage of total dropout population compared by enrollment categories; (5) grade distribution of dropouts by merged areas; (6) percentage of total enrollment versus percentage of total dropout populaton compared by merged areas; (7) dropout information by county; (8) a 19-year composite for fiscal years 1970-1988 of dropouts and percents of dropouts by grade; (9) 1987 graduate follow-up totals by state totals, enrollment categories, and merged areas; and (10) a 19-year composite of totals and percents of graduates by primary status of graduates. (ABL)

ED 307 567 CS 009 505

Eppele, Ruth

Left Brain/Right Brain: Research and Learning. Focused Access to Selected Topics (FAST) Bibliography No. 12.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Mar 89

NOTE- 5p.

CONTRACT- RI8806001

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)

DESCRIPTORS- *Brain Hemisphere Functions; Cognitive Development; *Cognitive Processes; Cognitive Style; Curriculum Design; Elementary Secondary Education; Language Acquisition; Learning Problems; Learning Strategies; *Learning Theories; *Perceptual Development; Study Skills; Teaching Methods

IDENTIFIERS- Brain Functions; *Brain Research; *Whole Brain Learning; Writing Assignments

This 27-item bibliography represents the variety of articles added to the ERIC database from 1983 through 1988 on left-brain/right-brain research, theory, and application as it relates to classroom incorporation. Included are conflicting opinions as to the usefulness of left-brain/right-brain studies and their application in the learning environment. However, most of the articles in the database describe learning activities which incorporate the research and support applications in the classroom. Many of the articles propose ways for people to become more whole-brained. (RAE)

ED 307 583   CS 009 658

Bloome, David, Ed.
Classrooms and Literacy.
REPORT NO.- ISBN-0-89391-506-8
PUB DATE- 89
NOTE- 422p.
AVAILABLE FROM- Ablex Publishing Corporation, 355 Chestnut St., Norwood, NJ 07648 ($32.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ability Grouping; *Classroom Environment; Classroom Research; Computer Assisted Instruction; Elementary Secondary Education; Grade 7; *Literacy; *Literacy Education; Oral Language; Reading Ability; Reading Comprehension; Reading Writing Relationship; Semiotics; Social Environment
IDENTIFIERS- Collaborative Learning

This book is intended for researchers and teachers interested in literacy and concerned about classrooms as a context for literacy activity and learning. The book contains the following chapters: (1) "What It Means to be Literate about Classrooms" (Lyn Corno); (2) "Beyond Access: An Ethnographic Study of Reading and Writing in a Seventh Grade Classroom" (David Bloome); (3) "Reading Ability Groups as Literacy Communities" (Hilda Borko and Margaret Eisenhart); (4) "Sociality and Cognition in Collaborative Computer Writing" (James L. Heap); (5) "Describing Classroom Storybook Reading" (William H. Teale and others); (6) "Text Comprehension in Functional Task Domains" (Carl Frederiksen); (7) "Giving Formal Definitions: An Oral Language Correlate of School Literacy" (Catherine Snow and others); (8) "Exploring the Cognitive Consequences of Variations in the Social Fabric of Classroom Literacy Events" (Robert J. Tierney and Theresa Rogers); (9) "The Acquisition of Literacy in Religious and Secular Schools" (Thomas Eisemon and Martin Hallett); (10) "Social Semiotics: A New Model for Literacy Education" (Jay L. Lemke); and (11) "Literacy as Conversation: Classroom Talk as Text Building" (Patricia Stock and Jay Robinson). (MS)

ED 307 645 CS 506 634

Shermis, Michael
Interpersonal Communication. Focused Access to Selected Topics (FAST) Bibliography No. 34.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 89
NOTE- 6p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Communication Research; Conflict Resolution; Higher Education; Idioms; *Interpersonal Communication; Language Usage; Mass Media; Sex Bias; Sex Differences; Teaching Methods
IDENTIFIERS- Uncertainty Reduction

This annotated bibliography contains 28 references to articles in the ERIC database about interpersonal communication. It contains citations from the period between 1987 and 1989 and is divided into three sections. The first section presents several citations for instructional strategies in the area of interpersonal communications. The second section consists of resources on gender issues, for example, complaint interaction, idiomatic communication, nonsexist communication, conflict strategies, and marital conversations. Articles and papers in the last section represent a wide variety of different kinds of research and theory on topics such as employment screening, organizational innovation, encoding patterns, interpersonal versus mass media communication, problem solving, and the intercultural reentry process. (MS)

ED 307 660 EA 020 875

Mojkowski, Charles; Fleming, Douglas
School-Site Management: Concepts and Approaches.
Rhode Island Educational Leadership Academy, Cranston.
PUB DATE- May 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; *Organizational Change; *Participative Decision Making; *School Based Management; *School Organization; Theory Practice Relationship

Existing schooling structures cannot produce the changes necessary for substantial educational improvement. Although school-site management literature offers no procedural recipes, experience suggests that a certain configuration of concepts, processes, and enabling conditions can produce substantial and sustained school improvement. This paper defines principal concepts, describes primary school-site-management components, and outlines diverse applications of these concepts and components. Four concepts (focus on the school, expanded school team authority, teacher professionalism, and learner focus) are closely allied with four process components: (1) involving a wider group of stakeholders in decision-making; (2) empowering school stakeholders to make and implement decisions; (3) restructuring curriculum, instruction, and the organization; and (4) evaluating and reporting results to the community. Districts and schools construct their own school site management models by developing and implementing policies and procedures for addressing these components according to their own understanding. School site management is actually a configuration of decisions about how involvement, empowerment, restructuring, and accountability will be accomplished. Typically, districts adopting school based management interpret, organize, and practice it differently, as shown in seven programs in Connecticut; Ohio; Washington, D.C.; Massachusetts; Rhode Island; and Florida. Considerations for planning and implementation are discussed and a selected list of 29 references is appended. (MLH)

ED 307 739   EC 212 044

Biklen, Douglas
Small Homes: A Case Study of Westport Associates.
Syracuse Univ., NY. Center on Human Policy.
Spons. Agency- National Inst. on Disability and Rehabilitation
  Research (ED/OSERS), Washington, DC.
Pub Date- Dec 87
Note- 47p.
Grant- G0085C03503
Available from- Syracuse University, Center on Human Policy, Research
  and Training Center on Community Integration, 724 Comstock Ave.,
  Syracuse, NY 13244-4230 ($3.00).
Language- English
EDRS Price - MF01/PC02 Plus Postage.
Pub Type- Reports - Research/Technical (143)
Descriptors- Adults; Behavior Change; Case Studies; Community
  Programs; Day Programs; *Deinstitutionalization (of Disabled);
  *Group Homes; *Independent Living; *Normalization (Handicapped);
  Program Development; *Severe Disabilities; Staff Role

A case study is presented of Westport Associates, a corporation in Westport, Massachusetts, which operates small group homes for formerly institutionalized men and women with severe disabilities. Westport Associates was founded to create the antithesis of an institution, to treat residents as individuals worthy of respect, and to offer residents choices in their lives. Strategies were developed to ensure that the men and women felt part of a home and not simply as people who were being managed by a system. The case study presents biographical information about each of the residents. It also reports on the Medicaid-funded day program attended by the group home residents, other community activities attended by the residents, the obstacles to developing friendships with nondisabled community members, staffing patterns, costs associated with operating the homes, and changes evident in each of the residents due to their group home experience. (JDD)

ED 307 753 EC 220 258

Taylor, Steven J.
Community Living in Three Wisconsin Counties.
Syracuse Univ., NY. Center on Human Policy.
SPONS AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- 87
NOTE- 36p.
GRANT- G00-85-0076
AVAILABLE FROM- Syracuse University, Center on Human Policy, Research and Training Center on Community Integration, 724 Comstock Ave., Syracuse, NY 13244-4230 ($3.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Children; Community Programs; Community Services; Deinstitutionalization (of Disabled); Delivery Systems; Demonstration Programs; *Foster Care; *Group Homes; Innovation; *Placement; Program Evaluation; *Residential Programs; *Severe Disabilities
IDENTIFIERS- *Wisconsin

The site visit report describes community living programs for persons with severe disabilities in the Wisconsin counties of Dane, LaCrosse, and Columbia. The visit attempted to identify and document promising practices through interviews with administrators, officials and staff; observations of three foster homes, two small group homes, and two supportive apartments; visits to two school programs; and a review of various state, county, and agency documents, plans, and evaluations. Promising practices are identified in the areas of county leadership (officials are committed to community integration), family support (Wisconsin has one of the most innovative family support programs in the country), and innovative community living arrangements including group home situations for only three or four individuals and individualized arrangements. The Community Integration Program provides innovative services for people coming out of institutions. (DB)

ED 307 768 EC 220 277

AUTHOR— Berger, Sandra L.
TITLE— College Planning for Gifted Students.
INSTITUTION— Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS AGENCY— Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.— ISBN-0-86586-184-6
PUB DATE— 89
NOTE— 171p.
CONTRACT— RI88062007
AVAILABLE FROM— Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($18.50; member price, $14.80; Stock No. 330).
LANGUAGE— English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE— Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analyses/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS— *Admissions Counseling; College Admission; College Applicants; *College Choice; *College Preparation; College Students; *Decision Making; Educational Counseling; *Gifted; Higher Education; Secondary Education; Student Needs

The guide offers information on undertaking a comprehensive, well-organized, programmatic approach to college planning. "The College Search: Defining the Problem" provides an overview of college-planning problems and offers solutions. A comprehensive, systematic 6-year time line is included. "Planning for Gifted Students: What Makes Them Different?" provides a conceptual framework for understanding the intellectual, social, and emotional characteristics of gifted adolescents, and offers suggestions for meeting their needs. The framework can be used to develop student profiles and plan specific programs that meet individual needs. "The College Search: A Matter of Matching" provides recommendations and resources to help students be aware of and understand their personal learning styles, values, interests, and needs. "Learning About Colleges: What Have They Got That I Want?" guides students in collecting information about potential colleges and helps them integrate self-understanding with an understanding of college offerings. "The Application Process: What Have I Got That They Want?" explains how a student's credentials are evaluated by a college, and includes specific information on the college interview, writing an effective essay, enhancing applications, and college costs. Appendices include glossaries, a guide to college guides, a list of contests, competitions, and activities, resources on gifted students, and an application used commonly by over 100 colleges. (JDD)

ED 307 782 EC 220 291

Klenke, Ernst August
The Federal Republic of Germany's Response to the Need for Talent in
  Mathematics, Science and Technology.
PUB DATE— Mar 89
NOTE— 9p.; In: Dreyden, Julia I., Ed.; And Others. Developing Talent
  in Mathematics, Science and Technology: A Conference on Academic
  Talent (Durham, North Carolina, March 19-21, 1989); see EC 220 285.
LANGUAGE— English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE— Speeches/Conference Papers, "Papers Presented at..." (150)
  Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS— *Academically Gifted; Employment Projections; Engineers;
  Foreign Countries; Higher Education; Labor Force Development;
  *Labor Needs; *Labor Supply; Mathematicians; *Scientific Personnel;
  Scientists; *Talent Development
IDENTIFIERS— *West Germany

This conference presentation analyzes the present and anticipated future employment situation for mathematicians, scientists, and engineers in the Federal Republic of Germany. On the whole, it is determined that supply and demand for mathematicians, scientists, and engineers will be generally balanced, though there may be imbalances in individual occupational sectors or local regions. In order to maintain its high standard of living and compete successfully in the world market, West Germany has developed measures to encourage outstanding achievements of its highly talented citizens. These measures include federal talent competitions, school working groups, summer courses, inservice training for teachers, direct contact with university professors, establishment of graduate colleges, and financial aid and academic guidance from foundations. Government-sponsored research focuses on development of a model to identify outstanding talent, determining reasons for the low proportion of women in these fields, and examining the role of leisure time in developing talent. (JDD)

ED 307 378 CE 050 190

Bhaerman, Robert D.
Selecting and Using Career Information Systems. Practice Application Brief.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- OERI-RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Career Development; *Career Guidance; *Career Planning; Computer Oriented Programs; *Information Systems; *Occupational Information; Online Systems; Postsecondary Education; Secondary Education; Vocational Evaluation
IDENTIFIERS- *Career Information Systems

This brief summarizes research-based implementation factors to improve the selection and use of career information systems in schools, community agencies, and other employment and training settings. Thirteen factors to consider when selecting career information systems are identified: theoretical assumptions upon which the system is based, strengths and weaknesses, instructional elements the system attempts to explain, effectiveness of these elements, specific topics of occupational/educational elements, relevance of elements, type and appropriateness of information covered, coverage of information, internal system structure, degree to which supportive materials explain system structure, degree to which the system provides technical support, recommended hardware, and system dependability. Thirteen factors to consider in using such systems are listed: consistency of system goals with the institution's career development theory, fit of processes and content with career development plans, wide variety of implementation activities, user orientation and follow-up, consideration of career planning needs of target populations, client opportunity to use the system, long-term commitment to providing the system's services, system evaluation, staff user updating and training, facilties with ample and accessible space, equipment availability, equipment in high-traffic areas, and inhouse training for potential users. (YLB)

ED 307 393 CE 051 809

Brannon, Tony; And Others
Impact of Vocational Agriculture/FFA on Community Leadership.
PUB DATE- 5 Dec 88

NOTE- 9p.; Paper presented at the National Agricultural Education Research Meeting (St. Louis, MO, December 5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; *Community Leaders; Leadership Qualities; *Leadership Training; *Outcomes of Education; Program Effectiveness; Secondary Education; *Student Organizations; *Vocational Education
IDENTIFIERS- *Future Farmers of America

A study sought to determine the impact vocational agriculture programs have had on community leadership. A revision of the questionnaire used in the Western Regional Impact Study was used in 30 communities in Oklahoma with schools having vocational agriculture departments. Community leaders were nominated by vocational agriculture teachers in the communities, and additional leaders were identified by those leaders. The procedure produced a total of 726 community leaders, of whom 369 (51 percent) responded to the survey about whether they had participated in vocational agriculture/Future Farmers of America (FFA) and how that experience had affected them. The study found that vocational agriculture/FFA had an impact on the success of many community leaders. Almost half the leaders surveyed (all male) had participated in the program. The typical leaders were presently residing in the same community, had been enrolled in vocational agriculture and been a member of FFA for four years. The leaders who had participated in vocational agriculture felt that their leadership activities were effective in developing their leadership skills, contributed much to their success, and have been of value in their careers regardless of occupation. The study recommended that vocational agriculture educators should continue to publicize the benefits of vocational agriculture/FFA to people in all walks of life, particularly leadership development. (KC)

ED 307 435 CE 052 505

Caulder, Trisha C.; And Others

What Works! Guidelines for Workplace Skills Enhancement Programs.

South Carolina State Dept. of Education, Columbia. Office of Adult Education.

PUB DATE- 89
NOTE- 31p.
AVAILABLE FROM- Office of Adult Education, South Carolina Department of Education, Rutledge Bldg., Columbia, SC 29202.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Adult Literacy; *Corporate Education; *Illiteracy; *Literacy Education; On the Job Training; Program Development; Program Evaluation; *Program Implementation; *Skill Development
IDENTIFIERS- *Job Literacy

This manual contains guidelines for implementing and maintaining Workplace Skills Enhancement programs. These guidelines are intended to be a resource to adult education directors and their staffs as they work with local businesses, industries, and organizations in combating adult illiteracy. The manual is divided into the key steps in implementing and maintaining a successful program. Examples and further references are provided for each step. The steps are as follows: plan; design; implement and maintain; and evaluate. Appendixes include a fact sheet on the economic impact of adult illiteracy in South Carolina; a brochure describing workplace programs; industry support letters; a sample contact letter; business/industry handout on why employees need workplace programs; cost breakdown sheet; cooperative agreement; information on performing a literacy audit and building a curriculum; sample recruitment techniques; and program evaluation form. (YLB)

ED 307 451 CE 052 564

Boucouvalas, Marcie
Historical and Contemporary Aspects of the Relationship between the State and Adult Education in Greece.

PUB DATE- Jul 88
NOTE- 14p.; Paper presented at the International Conference on the History of Adult Education (2nd, Aachen, West Germany, July 5-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; Cultural Context; *Educational Anthropology; *Educational History; Educational Philosophy; Educational Policy; Educational Sociology; Educational Theories; Ethnology; European History; Foreign Countries; *Government School Relationship; Politics of Education; *Role of Education; *School Community Relationship; *School Role
IDENTIFIERS- *Greece

An outgrowth of earlier research on historical and contemporary adult education in Greece, this paper provides highlights of the relationship between the state and adult education in that country. The highlights are organized by the following historical periods: prehistory (c. 3000-1100 B.C.); early and archaic Greece (c. 1100-700 B.C.); preclassical and classical periods (c. 700-323 B.C.); Hellenistic period (323-146 B.C.); Graeco-Roman period (146 B.C.-330 A.D.); Byzantine period (330-1453); Turkish occupation and rule (1453-1821); and modern Greece (1821-present). In addition to a section on each of those historical periods, the paper also includes an introduction, summary, and 16 references. (CML)

ED 307 538 CG 021 702

Wells, Robert D.; And Others
Perinatal Health Belief Scales: A Cost Effective Technique for Predicting Prenatal Appointment Keeping Rates amongst Pregnant Teenagers.
PUB DATE- Apr 89
NOTE- 19p.; Paper presented at the Biannual Meeting of the Society for Research in Child Development (Kansas City, MO, April 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Beliefs; Congruence (Psychology); *Early Parenthood; Females; *Health Services; Predictor Variables; *Pregnancy; Risk
IDENTIFIERS- *Appointment Keeping; Compliance (Behavior); *Prenatal Care

Prenatal appointment keeping is an important predictor of birth outcomes, yet many pregnant adolescents miss an excessive number of appointments. Since effective strategies for increasing appointment keeping require costly staff time, methods to predict relative risk for noncompliance with appointments might help delineate a circumscribed population and reduce costs in promoting appointment keeping. This study tested two different methods for predicting pregnant teenagers at risk for failing to keep appointments for comprehensive prenatal care. Pregnant adolescents (N=63) completed psychological questionnaires assessing depression, social support and life events. They and their primary health care providers also completed the Perinatal Health Belief Scales (PHBS), measuring the respondent's perception of risk and need for services. After giving birth, adolescents completed a measure of health care satisfaction. Chart reviews provided data regarding birth weight, gestational age, Apgar scores and appointment keeping information. The results suggest that adolescents who failed to keep the most appointments were likely to have significantly lower levels of concern regarding their risks during pregnancy than their primary health care provider had. Adolescents were more likely to keep appointments if they expressed levels of concern on the PHBS that were similar to those of their health care provider. The psychological measures and PHBS when applied individually were not successful in predicting those with the greatest likelihood for nonadherence to appointments. (Author/NB)

ED 307 553 CG 021 723

Hoyt, Kenneth B.

Counselors and Career Development--A Topic in Educational Reform Proposals: A Selected Review of National Education Reform Documents.

National Consortium of State Career Guidance Supervisors, Columbus, OH.

SPONS. AGENCY- Ohio State Univ., Columbus. Center on Education and Training for Employment.

PUB DATE- Mar 89

NOTE- 21p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)

DESCRIPTORS- *Career Counseling; Career Guidance; *Educational Change; Educational Quality; Elementary Secondary Education; *Excellence in Education; *School Counseling; *School Counselors; School Effectiveness; Trend Analysis

IDENTIFIERS- *Reform Efforts

Currently popular national reports calling for educational reform were reviewed and 29 were selected in which it seemed appropriate to assume that the topic of career guidance would be included. This resulted in an overload of reform proposals emphasizing the goal of education as preparation for work. In analysis of the 29 reports it was found that 19 mentioned counselors, counseling, career guidance, and/or career development. Of these 19, nine called for an increased emphasis on guidance and/or increase in the number of counselors and viewed the guidance and counseling movement as part of the solution for educational reform. Eight others criticized the guidance and counseling movement and/or called for massive changes in the ways in which counselors perform their duties. It was clear from this study that the most important function reform leaders see counselors performing lies in the domain of career guidance-including assisting clients in education-work related decisions. (The first appendix contains selected educational reform proposals with quotations that have implications for school counselors; selected reform proposals that implications for school counselors; selected reform proposals that ignore guidance and counseling; and a list of references. The second appendix is a table depicting indicators of the presence and nature of comments regarding guidance and counseling found in the 29 reports.) (ABL)

ED 307 599 CS 009 685

Tierney, Robert J.; And Others
Reading Strategies and Practices. A Compendium. Second Edition.
REPORT NO.- ISBN-0-205-08485-0
PUB DATE- 85
NOTE- 379p.
AVAILABLE FROM- Allyn and Bacon Order Dept., 200 Old Tappan Rd., Old
  Tappan, NJ 07675 ($26.25).
LANGUAGE- English

Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basal Reading; *Class Activities; Content Area Reading; Elementary Education; Language Experience Approach; Lesson Plans; Oral Reading; Reader Response; Reading Comprehension; *Reading Instruction; *Reading Strategies; Recreational Reading; Study Skills; Teaching Methods; Vocabulary Skills; Word Recognition

Designed primarily for use with basal reader instruction, this book describes over fifty reading instruction strategies and practices. The book is divided into the following 11 units: (1) "Lesson Frameworks"; (2) "Comprehension and Content Area Reading Strategies"; (3) "Strategies for Responding to Reading as Writers"; (4) "Text-Based Comprehension Strategies"; (5) "Meaning Vocabulary Strategies"; (6) "Study Skills Strategies"; (7) "Strategies and Practices for Teaching Reading as a Language Experience and with Shared Books"; (8) "Practices for Individualization and Recreational Reading"; (9) "Oral Reading Strategies and Practices"; (10) "Word Identification Strategies"; and (11) "Multisensory Strategies for Teaching Reading." Each unit provides an overview and discusses the strategy's purpose, rationale, intended audience, and procedure. (MM)

ED 307 630 CS 211 869

McCracken, Tim
Between Language and Silence: Postpedagogy's Middle Way: Part I The Text.
PUB DATE- 16 May 89
NOTE- 33p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Educational Objectives; *Educational Philosophy; Educational Trends; Higher Education; Honors Curriculum; Teaching Methods
IDENTIFIERS- *Postmodernism

Postpedagogy--teaching within postmodern culture--begins in the belief that modern culture and all of its institutions, including education, has entered a vaguely defined post-condition called postmodernism. This post-condition is not simply an interesting artistic category or mere academic theory, but is a fundamental shift in modes of expression, sources of articulation, and horizons of expectations. To address these shifts, a corresponding condition must also be addressed--a new rhetoric is needed to describe this new understanding. This "terra incognita" will be between language and silence. This middle way will both honor the past and the present, and will take seriously as a way of knowing and being that "all is always now." If education is going to adapt itself to this postmodern condition, it must adopt a new rhetoric, or postpedagogy. For example, in a college honors program, daily practices are not separated from an understanding of the culture. Postpedagogy is the enactment of the understanding of the current cultural paradigmatic shift into the classroom. "Rules" of postpedagogy might include: (1) no content is unchanging; (2) the message is the medium; (3) all knowledge is provisional knowledge; (4) knowledge is posited as knowing; (5) knowing and being are interactive and invisible; and (6) authority is based on authorship. A pluralistic, collaborative body in the university will encourage ideas that enhance and review the curriculum while supporting proposals which seek a correspondence between the old and new paradigms. (MM)

ED 307 646 CS 506 640

Duran, Robert L.; Kelly, Lynne

Toward a Theory of Dispositional Communicative Competence.
PUB DATE- May 89
NOTE- 26p.; Paper presented at the Annual Meeting of the Eastern Communication Association (80th, Ocean City, MD, May 3-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication (Thought Transfer); Communication Research; *Communication Skills; *Interpersonal Competence; *Models; Theory Practice Relationship
IDENTIFIERS- Communication Behavior; Communicative Approach; *Dispositional Characteristics; *Situational Context

This paper proposes a dispositional conceptualization of communicative competence (explaining an individual's cross-contextual performance) that complements the situational approach which assumes competence is context-bound. Dispositional communicative competence is defined as a function of three dimensions (cognitive, affective, and behavioral) that must operate in tandem to produce personally satisfying outcomes across a majority of social interactions. The three general dimensions of dispositional competence are discussed in the paper and definitions proposed for each. Further, the relationship between situational and dispositional competence is articulated as well as the interrelationships among the three dimensions of competence. Finally, future research is discussed that is designed to test the major assumptions of this approach to communicative competence. (Thirty-six references are attached.) (MS)

ED 307 675 EA 020 932

Marshall, Catherine; Mitchell, Barbara A.
Women's Careers as a Critique of the Administrative Culture.

PUB DATE- Mar 89
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). Some tables may reproduce poorly due to small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *Behavior Patterns; *Bureaucracy; *Educational Administration; Elementary Secondary Education; *Females; Principals; Research Problems; *Sex Differences
IDENTIFIERS- *Organizational Culture

K.E. Ferguson's analysis of women's place in capitalist society and the concurrent elevation of bureaucratic structures seriously challenges administration analysts. According to Ferguson, modern bureaucracy requires constant maintenance in reifying its dominance structure and locating and suppressing opposition. This analysis can be applied to schools as bureaucracies and to women's entry as a challenge to dominant values in the administrative culture. This paper proposes a research program aimed at understanding school administration through examination of the culture's language, stories, preferred behaviors, and socialization processes. After reviewing several stages of research on women, the paper introduces a new stage exploring deficiencies in the administrative culture itself. This stage acknowledges male-female differences in preferences, values, and moral decision-making; asks whether women's qualities are undesirable in the administrative culture; and lays the foundation for new research agendas. Next, the paper reviews five assumptions concerning recruitment into a hierarchically dominated administrative culture, suggests a series of research questions and designs to explore them, and notes studies beginning that exploration. The final section details a study of assistant vice-principals that illustrates this line of inquiry by examining the experience of women administrators as deviants. "Deviant" values are kept under control by the sponsored mobility system, which tightly defines competency and selects people resembling their sponsors. Bureaucratic values appear to get in the way of sound administrative practice and discourage women from entering educational administration. These values must be unmasked before schools can benefit from women administrators' talents and alternative perspectives. Included are several tables and 82 references. (MLH)

ED 307 690 EA 021 007

Sockett, Hugh; Ende, Todd
Collaboration in Professionalism: The Case for the Center for Applied Research and Development in Education (CARD).
PUB DATE- Mar 89
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at...." (150)
DESCRIPTORS- Career Choice; Career Development; *College School Cooperation; Educational Development; Elementary Secondary Education; Higher Education; *Instructional Leadership; *Professional Development; Public Schools
IDENTIFIERS- *Educational Leadership; George Mason University VA

This paper describes and reflects on the founding phase of the Center for Applied Research and Development in Education (CARD) at George Mason University in Fairfax, Virginia. The relation between schools and a university is focused upon with a special emphasis on the relation between individuals in each institution viewed as education professionals. Three central features of CARD are first described, followed by a discussion of five major challenges it presently confronts, as it begins to wrestle with practical professionalism. CARD's five major challenges are (1) the agenda; (2) ownership; (3) professional career conflict; (4) innovation; and (5) leadership. Appended are 17 references. (SI)

ED 307 708   EA 021 035

Seldin, Clement A.; Calabrese, Raymond L.
Barriers to Administration as Perceived by Undergraduate Female

Education Majors.
PUB DATE- Apr 87
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at...." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; Boards of Education; *Equal Opportunities (Jobs); *Females; Higher Education; *Personnel Selection; *School Administration; Sex Bias; *Sex Fairness; Sex Stereotypes; *Undergraduate Students

Causes for the low representation of females in school administrative positions are considered in this study, which focused specifically on two areas: the frustration and acceptance factors. The frustration factor relates to the sense of futility felt when applying for an administrative position. The acceptance factor relates to those females who have accepted the societal stereotype that they are not worthy of administration positions. After establishing a hypothesis, a questionnaire was given to 71 undergraduate education female students from a large Northeastern university. Results indicate that the frustration and acceptance factors play a major role in deterring females from applying for school administration roles. The reluctance to consider an administration career is related to their perception that hiring practices are biased and school boards structure their hiring practices to secure male administrators. Appended are 12 references. (SI)

ED 307 725 EA 021 082

Lester, Paula E.; White, Richard E.
Characteristics of Educational Administration Graduates.
PUB DATE- Apr 88

NOTE- 31p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Rockland, ME, April 27-29, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at...." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Characteristics; *Administrator Education; Elementary Secondary Education; *Field Experience Programs; Higher Education; Internship Programs; Management Development; *Practicums; *Professional Development; *Professional Training
IDENTIFIERS- *New York

An investigation sought to ascertain the characteristics of preservice administrator graduates of the New York State Department of Educational Leadership and Administration (DELA) master's degree and professional diploma programs on the bases of their demographic traits, their career status and expectations, and their perceptions of their program field experiences. The purpose of the study was to develop a profile of the typical intern who underwent supervised administrator program field experiences. Of 1,600 interns who were mailed questionnaires, 715 (44.7 percent) were returned for analysis. The findings support the practice of administrator training programs providing supervised practicums and internships. Survey forms are appended. (JAM)

ED 307 407 CE 052 466

Public Service Education. Vocational Education Program Courses Standards.

Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
REPORT NO.- PS050-BK88
PUB DATE- Jul 88
NOTE- 195p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Competence; *Competency Based Education; *Course Content; Postsecondary Education; *Public Service Occupations; Secondary Education; *State Standards; *Vocational Education
IDENTIFIERS- *Florida

This document contains vocational education program courses standards for exploratory courses, practical arts courses, and job preparatory programs offered at the secondary or postsecondary level as a part of Florida's comprehensive vocational education program. Each program course standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts/content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome. For secondary job preparatory programs, courses have been designated with student performance standards listed for each course. Program and course standards are based upon competencies required for entry, advancement, and upgrading in occupations in the vocational program areas. This guide contains an overview of 38 public service program area courses. Course title, number, level, number of credits, certification coverage, major concepts/content, laboratory activities, and intended outcomes (objectives) are listed for each course. (KC)

ED 307 421 CE 052 485

Sork, Thomas J.
Meta-Research in Adult Education through 1981: An Historical Analysis and Critical Appraisal.
PUB DATE- Jul 82
NOTE- 57p.; A version of this paper was presented at the Adult Education Research Conference (Vancouver, British Columbia, Canada, May 1980).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; Adult Vocational Education; Classification; *Educational Research; Literature Reviews; Research Needs
IDENTIFIERS- *Meta Research

Four sections and 142 references/bibliographic entries comprise this document that identifies, classifies, analyzes, and evaluates meta-research in adult education published in North America before 1982. (Meta-research is research on the research in a particular field; in this case, it is research on the research in the field of adult education.) The first section provides a classification system for meta-research in adult education, grouping the meta-research into the following six types: (1) inventories or registers of research; (2) general reviews of research; (3) critical or interpretive reviews of research on specific topics; (4) research agendas or taxonomies of needed research; (5) focused critiques of methodology; and (6) framework or paradigms for understanding or improving research. The second section analyzes the history of each of the six types of meta-research, as represented by 136 published examples of such research. The third section evaluates the contribution made by each type of meta-research to the field of adult education. The fourth section provides five recommendations concerning meta-research in general and eight recommendations that apply to specific types of meta-research. Bibliographic entries are organized by the type of meta-research that is their subject. (CML)

ED 307 481 CE 052 608

Small Scale Irrigation Systems: A Training Manual. Planning--Construction--Operation and Maintenance of Small Scale Irrigation Systems. A Two-Week In-Service Training Program for Peace Corps Volunteers. Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-13.

Development Planning and Research Associates, Inc., Manhattan, KS.

SPONS. AGENCY- Peace Corps, Washington, DC. Information Collection and Exchange Div.

PUB DATE- Jun 83

NOTE- 102p.; For a related manual, see CE 052 585.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Education; *Agricultural Education; *Agricultural Production; Behavioral Objectives; *Developing Nations; Foreign Countries; Inservice Education; Learning Activities; Plant Growth; Volunteers; *Volunteer Training; *Water Resources; Workshops

IDENTIFIERS- Irrigation; *Irrigation Systems; Peace Corps

This manual provides materials for a two-week inservice training program for Peace Corps volunteers on the planning, construction, and operation and maintenance of small-scale irrigation systems. The workshop is designed to be given by two experienced professionals: one with practical knowledge of irrigation system design, operation, and maintenance; the other with adult education experience. Part A is a brief outline of the objectives and methodology for each of the 33 subject-matter sessions. In each session, reference is made to the teaching unit that provides the basis of the content. Much of the material is very specific and lends itself to hands-on field experience. Part B of the manual contains the teaching units that serve as subject-matter content and organization. Components of each unit are general and behavioral objectives, a list of materials, and procedures. The 12 units are soil classification; irrigation safety and health practices; topographic surveying and land mapping; water source measurement and development; social factors that affect change and community cooperation; climate and its effect on water sources and seasonal water requirements of crops; resource identification; irrigation system planning and design; agronomic practices for irrigation; economic evaluation and feasibility; irrigation laws and regulations; and identifying and correcting drainage problems. (YLB)

ED 307 495 CE 052 623

Supporting Quality in YTS.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-115-2
PUB DATE- 89
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Planning; Foreign Countries; Off the Job Training; Postsecondary Education; *Program Design; *Program Evaluation; *Program Implementation; Quality Control; Retraining; Secondary Education; Vocational Education; Work Experience Programs; Young Adults; *Youth Employment
IDENTIFIERS- Great Britain; Youth Training Scheme

This document explains the Youth Training Scheme (YTS) in Great Britain. It is intended for YTS managers, coordinators, and tutors but may also be useful to curriculum and staff developers at colleges and training organizations. The manual begins with an introduction that gives the background and rational for the YTS, and it ends with a 60-item reference list. In between, four sections offer information and advice on aspects of the design framework of YTS. The section entitled Inputs describes the training plan, training agreement, competence objectives, work experience, and off-the-job training and education that Approved Training Organizations (ATOs) must provide all YTS enrollees. The section entitled Training Processes explains the processes (selection, induction, assessment, guidance, review, and negotiation) that ATOs must implement for enrollees. The section entitled Certification states that all outcomes of the program (competence in a job and/or range of occupational skills; competence in a range of transferable skills; ability to transfer skills and knowledge to new situations; and personal effectiveness) lead to certification. A section called Evaluation, Development, and Quality explains how ATOs should conduct formative and summative program evaluation, develop curriculum and staff, and ensure quality in training. All chapters include a self-evaluation checklist that allows readers to test their understanding of the chapter. (CML)

ED 307 510 CG 021 670

Szapocznik, Jose; And Others
A Psychodynamic Child Rating Scale.
PUB DATE- 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Development; Children; *Counseling Effectiveness; *Evaluation Methods; Interrater Reliability; *Psychotherapy; *Rating Scales; Test Construction; Test Reliability; Test Validity
IDENTIFIERS- *Psychodynamic Child Rating Scale

Research showing psychodynamic child therapy to be less effective than other forms of child treatment have used outcome measures focusing on symptomatic and behavioral change rather than on psychodynamic processes. A child therapy assessment procedure than measures the psychological functioning of the child in a psychodynamically meaningful way is needed to make a fair evaluation of psychodynamic child therapy. The Psychodynamic Child Rating Scale (PCRS) involves the administration of an abbreviated standardized psychological battery consisting of five subtests of the Wechsler Intelligence Scale for Children-Revised, nine designs of the Bender Visual Motor Gestalt Test, the House-Person-Tree Test, the Kinetic Family Drawing, the Kinetic Peer Drawing, four cards of the Thematic Apperception Test, additional child interview items, and a parent interview. The examiner uses the information obtained from this battery to determine the child's position in relation to eight dimensions or item-scales relevant for psychodynamic functioning: (1) Intellectual Functioning; (2) Ego Functioning; (3) Self-Concept; (4) Aggression Control; (5) Emotional Adjustment; (6) Family Relations; (7) Peer Relations; and (8) Psychosexual Development. Ratings are summed to obtain a Total Psychodynamic Functioning score as well as scores on two factors: interpersonal and intrapersonal. This document describes the PCRS, discussing each of the eight item-scales and identifying various anchor points for each item-scale. It presents evidence for inter-rater reliability, internal consistency, and validity obtained from a study of 69 latency-aged boys who were assessed with the PCRS, as well as other measures, before and after therapy. (NB)

ED 307 524 CG 021 685

Bleuer, Jeanne C., Ed.; Schreiber, Penny A., Ed.
Counseling Young Students at Risk: Resources for Elementary Guidance Counselors. First Edition.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 89
NOTE- 155p.; Cover title varies slightly.
CONTRACT- RI88062011
AVAILABLE FROM- ERIC/CAPS, University of Michigan, School of Education, Room 2108, Ann Arbor, MI 48109 ($14.95).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Alcoholism; *Counselor Role; Death; Divorce; *Elementary Education; *High Risk Students; Latchkey Children; *School Counseling; School Counselors; Self Esteem; Sexual Abuse; Stress Management

This collection of papers addresses seven critical problem areas that can place today's young students at risk. "Children in Self-Care" (Merlyn Pitney) discusses the key problems of the rapidly increasing number of "latch key" students who must fend for themselves before and/or after school. "Stress Management for Children" (Kristine Kunkle) shows that stress is experienced not just by adults even though there has been little attention paid to its impact on children and their school work. The problems of the increasing numbers of children whose parents have divorced are discussed in "Children of Divorce" (Cindy Russell). "Children of Alcoholic Parents" (Joyce Jagucki) presents a clear case for greater teacher and counselor attention to the difficulties of children from alcoholic families. "Children Who Are Victims of Sexual Abuse" (Debra Duetemeyer) provides alarming statistics about the number of abused children and guidelines for professionals to observe in identifying and working with these children. "Children Coping with Death and Loss" (Kathleen Ray) describes how schools can respond to these children in their sorrow. Finally, numerous esteem-enhancing resources that can lead to long-term rewards in student adjustment and achievement are discussed in "Self-Esteem and Academics" (Lynn Burton). A bibliography is included with each article. (ABL)

ED 307 568 CS 009 506

Rasmussen, Sonja
Reading and the Elderly. Focused Access to Selected Topics (FAST) Bibliography No. 18.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 6p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Literacy; Aging (Individuals); Annotated Bibliographies; *Older Adults; *Public Libraries; Reading Attitudes; *Reading Habits; Reading Instruction; *Reading Interests; *Reading Programs; Reading Research
IDENTIFIERS- Lifelong Readers; Reader Preferences; Reading Groups; Reading Motivation; Reading Uses

Intended for people who have a professional or personal interest in the elderly (researchers, public librarians, and people with elderly relations and friends), this annotated bibliography presents 34 items from the ERIC database from 1977-87 which explore aspects of reading as it relates to the elderly. The first section, an overview, is followed by a section describing reading programs for the elderly, including some in nursing homes, community centers, retirement centers, and an apartment complex, and some for individuals. The third section focuses on research on the reading habits and interests of the elderly, including reading preferences. The fourth section presents research on other issues, including factors affecting legibility of printed materials for older people, reading abilities of elderly persons in relation to the difficulty of essential government documents, and physical and psychological decrements affecting reading in the aged. Libraries and the elderly reader is the topic of the fifth section. The final section deals with literacy and instruction, discussing basic literacy and the aged, as well as the elderly college student's reading needs. (SR)

ED 307 584   CS 009 661

Marks, Helen M.; Lee, Valerie E.
National Assessment of Educational Progress Proficiency in Reading: 1985-86. Catholic and Public Schools Compared. Final Report 1989.
National Catholic Educational Association, Washington, D.C.
REPORT NO.- ISBN-1-55833-028-3
PUB DATE- 89
NOTE- 42p.
AVAILABLE FROM- National Catholic Educational Association, Suite 100, 1077 30th St., N.W., Washington, DC 20007-3582 ($5.00 member, $6.60 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Catholic Schools; Comparative Analysis; Elementary Secondary Education; Grade 3; Grade 7; Grade 11; Homework; Parent Influence; Parent Student Relationship; *Public Schools; Racial Differences; *Reading Achievement; Reading Research
IDENTIFIERS- *National Assessment of Educational Progress

A study compared the scores of Catholic and public school students at three different grade levels on educationally pertinent characteristics such as race, ability, level of parental education, amount of homework, and high school curricular track. Subjects, approximately 2,000 Catholic school students and 30,000 public school students in grades 3, 7, and 11, had their reading skills assessed. Results indicated that (1) the reading disadvantage of minorities compared to whites is less pronounced in Catholic than in public schools at all grade levels; (2) Catholic school students whose parents expressed no interest in their children's schoolwork scored as well as students whose parents talk to them about their schoolwork on a daily basis; and (3) the disadvantage accruing from a lack of early educational experiences appeared to make almost no difference in the reading proficiency of Catholic school students, while the lack of such experiences seemed to have an adverse relationship for students in public schools. Findings suggest that Catholic schools are particularly effective for those students who are at some social or educational disadvantage. (Thirteen tables of data and four figures are included; seven technical notes and 14 references are attached.) (RS)

ED 307 615 CS 211 732

Kiedaisch, Jean; Dinitz, Sue
Persuasion from the Student's Perspective: Perry and Piaget.
PUB DATE- Mar 89
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Development; Cognitive Style; Freshman Composition; Higher Education; *Persuasive Discourse; Student Writing Models; Writing Exercises; *Writing Processes
IDENTIFIERS- Perry (William); Piaget (Jean)

The theories of cognitive development put forth by William Perry and by Jean Piaget are helpful in understanding the writing choices students made in responding to an assignment involving writing a persuasive essay. Some students were looking for the "Right Answer" and when they found it, they assumed that everyone would agree with them. Perry's notion of "dualism" helps to explain why such students rely on authority. The stages of relativism also help explain why some students could not think of anything worth writing about because everyone is entitled to their own opinion. Piaget's account of students' early attempts at mastering formal operations helps explain why some students refused to revise their papers after receiving criticisms from other students. Students at this stage think hypothetico-deductively and construct an argument when they mean to persuade. Students at this stage are also egocentric in that they cannot comprehend why reality should not conform to the conclusions reached by logic. (RS)

ED 307 661 EA 020 876

Irwin, Claire C.
What Research Tells the Principal about Educational Leadership.
PUB DATE- Feb 89
NOTE- 27p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (New Orleans, LA, February 24-28, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Effectiveness; *Change Agents; Computer Software; *Critical Thinking; Elementary Secondary Education; *Learning Motivation; *Principals; *Teacher Effectiveness; Teacher Evaluation

Recent studies indicate that the principal is key in planning for change and that innovations can succeed when the principal as change facilitator shares responsibility with others--assistant principals, teachers, and parents. This paper discusses two areas: (1) student learning enhanced through cultivation of critical thinking skills; and (2) teacher effectiveness promoted by restructuring training programs and by teacher evaluation. The Educational Testing Service Project STACI (Systems Thinking and Curriclum Innovation) uses computer simulations to teach students advanced problem-solving techniques, stressing the interconnectedness of human events. STELLA (Structural Thinking Experimental Learning Laboratory with Animation), the software running on Apple's Macintosh, couples varied content from the sciences and social sciences with higher order thinking skills to locate common elements. The Costa model and other research are also described. To improve teacher effectiveness, the Holmes Group has developed an innovative proposal for overhauling schools of education. Recommendations include eliminating undergraduate teacher training; strengthening prospective teachers' liberal arts background; designing a three-step career path; establishing professional development schools paralleling teaching hospitals; and thorough evaluation of teachers in writing, speaking, and delivery style. Relationships between teacher scores on standardized measures (or grade point averages) and student achievement or principal ratings have not been clearly established. Imprecise definitions of critical thinking and teacher

effectiveness have contributed to uncertain or contradictory research findings in both areas. (47 references) (MLH)

ED 307 740 EC 212 045

Biklen, Douglas
In Support of Families.
Syracuse Univ., NY. Center on Human Policy.
SPONS AGENCY- National Inst. on Disability and Rehabilitation
  Research (ED/OSERS), Washington, DC.
PUB DATE- Jun 88
NOTE- 61p.; Paper presented at the Convention of the American
  Association on Mental Retardation (Washington, DC, May 29-June 2,
  1988).
GRANT- G0085C03503
AVAILABLE FROM- Syracuse University, Center on Human Policy, Research
  and Training Center on Community Integration, 724 Comstock Ave.,
  Syracuse, NY 13244-4230 ($3.35).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
  Reports - Research/Technical (143)
DESCRIPTORS- *Agency Role; *Child Rearing; Children; *Disabilities;
  Family Environment; *Family Programs; Foster Care; Interviews;
  *Parent Attitudes; Parent Education; Social Agencies; *Social
  Support Groups

This report describes family support through the experiences and testimony of eight families. The eight families, who had children with very difficult health and behavioral problems, were participants in the Macomb-Oakland Regional Center's Family Support Program, near Detroit, Michigan. Interviews were conducted to give voice to the families who were using family support, to understand their perspectives on their experiences with it, and to see its positive aspects and its dilemmas. The report examines the family situations, by looking at the conditions of the children, the parents' view of their child-rearing role, the family's acceptance of the children's handicapping conditions, leisure time activities, and foster parents' views of their work as both a job and a responsibility to a child they grow to love. The families' perceptions of the role of the family support program are also examined. Families indicated that they wanted: an alliance between caseworkers and families; a caseworker that helps with the child but does not intrude on the family; recognition from the caseworker that parents are knowledgeable sources of information about the child; an ally with whom to transform the system; and provision of equipment, medical care, cash, and respite care. (JDD)

ED 307 754 EC 220 259

Racino, Julie Ann
Site Visit Report: Community Work Services.
Syracuse Univ., NY. Center on Human Policy.
SPONS AGENCY- National Inst. of Handicapped Research (ED),
Washington, DC.
PUB DATE- 16 Oct 85
NOTE- 19p.
CONTRACT- 300-85-0076
AVAILABLE FROM- Syracuse University, Center on Human Policy, Research and Training Center on Community Integration, 724 Comstock Ave., Syracuse, NY 13244-4230 ($1.25).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Community Programs; Community Services; Demonstration Programs; *Developmental Disabilities; *Employment; Individualized Programs; *Job Placement; On the Job Training; *Work Experience Programs
IDENTIFIERS- *Supported Work Programs

The site visit report describes the private, non-profit Community Work Services program located in Madison, Wisconsin, which provides community-based vocational services to adults (currently 33) with a wide range of developmental disabilities. The program philosophy is that all persons should have the option of working in individually arranged and meaningful community-based jobs and provides whatever level of training, assistance and support an individual requires for such a placement. Some of the promising practices employed by the program include: matching the person to the job; positive relationships with employers and coworkers; flexible, individually designed supports; commitment to the individual; on-site job training; and staffing. (DB)

ED 307 769   EC 220 278

Facts about Hib Disease. ARC Facts.
Association for Retarded Citizens, Arlington, TX.
PUB DATE— Jan 88
NOTE— 3p.
AVAILABLE FROM— Association for Retarded Citizens, 2501 Avenue J, Arlington, TX 76006 ($12.50 per 100).
LANGUAGE— English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE— Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS— Communicable Diseases, Disease Control, *Diseases, *Immunization Programs, Incidence, *Mental Retardation, Multiple Disabilities, *Preventive Medicine, Young Children
IDENTIFIERS— *Hib Disease, *Meningitis

The fact sheet provides basic information about Hib Disease in young children, which may involve a bacterial meningitis causing mental retardation, hearing loss, partial blindness, speech disorders, partial paralysis, behavioral problems, or seizures. Stressed is prevention of Hib Disease through immunization. The question and answer format provides information on: What is Hib Disease? Why is the Association for Retarded Citizens concerned about Hib Disease? Who is most susceptible to Hib? How serious is bacterial meningitis? How is Hib treated? How can Hib Disease be prevented? How many children can now be protected from Hib Disease? (DB)

ED 307 783 EC 220 292

Stewart, Ericka J.
Current Federal Education Policy regarding the Academically Talented in Mathematics, Science and Technology and Discussant Reactions.
PUB DATE- Mar 88
NOTE- 33p.; In: Dreyden, Julia I. Ed.; And Others. Developing Talent in Mathematics, Science and Technology: A Conference on Academic Talent (Durham, North Carolina, March 28-30, 1988); see EC 220 285.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches/Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinion Papers/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academically Gifted; *Educational Legislation; Elementary Secondary Education; Federal Aid; *Federal Legislation; Government Role; Mathematics Education; *Public Policy; Science Education; Technological Literacy
IDENTIFIERS- *Proposed Legislation

This conference paper describes trends in federal policy for education of the academically talented in mathematics, science, and technology. Education legislation considered by the 100th Congress has stressed the themes of creating "equity" and "access." The greatest emphasis has been put on education of the gifted and talented. Proposed legislation includes the Jacob K. Javits Gifted and Talented Children and Youth Education Act, Chapter 2 Block Grants, and gifted/talented education for such special groups as American Indians and Native Hawaiians. Legislation for education in mathematics, science, and technology involves Title II of the Education for Economic Security Act, Partnerships in Education for Mathematics, Science, and Engineering, the Star Schools Program Assistance Act, Magnet Schools Assistance Act, Programs for Computer-Based Instruction, and Tests of Academic Excellence. A table presents authorization and appropriation information on programs receiving federal support. The influence of the Executive Branch of the federal government has been felt in the consolidation of categorical programs into state block grants. Thomas Berger's reaction to the paper outlines several recommendations involving federal intrusion, federal monies, textbook quality, teacher subject knowledge, etc. George Tressel's reaction comments on critical self-evaluation, flow patterns through the educational system, and curriculum concerns. (JDD)

ED 307 467 CE 052 594

Weaks, Daniel
The Photonovel: A Tool for Development. Program and Training Journal Manual Series Number 4.
Peace Corps, Washington, D.C.
PUB DATE- Sep 76
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Captions; *Developing Nations; *Economic Development; Foreign Countries; *Instructional Materials; Layout (Publications); *Material Development; *Photographs; Photojournalism; Printing
IDENTIFIERS- Peace Corps; *Photonovels

Designed as a working and teaching tool for development workers, this manual includes the step-by-step process for preparing a photonovel. Chapter 1 introduces the photonovel, a blend of comic book and motion picture that substitutes photographs for the stylized drawings. It lists its advantages and disadvantages as an educational medium and tool for developing nations. Chapter 2 covers such preliminaries as the message, audience, distribution, and the photonovel's three components--plot, dialogue, and visual content. Chapters 3 through 6 discuss these steps in the production of a photonovel: the shooting session, the mechanical (the paste-up on illustration board), the pretest of the photonovel, and printing. Chapter 7 offers Peace Corps volunteers suggestions on how to obtain money to finance the project. An appendix provides a glossary of terms, sample photo-posters, sample covers, a list of personnel and their required skills, and a budget. A sample photonovel concludes the manual. (YLB)

ED 307 691 EA 021 008

Sockett, Hugh
The Challenge to Action-Research.
PUB DATE- Mar 89
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *College School Cooperation; Cooperation; Elementary Secondary Education; Evaluation Methods; Higher Education; *Politics of Education; *Program Improvement

The status of action-research is measured in this paper. First, the political character of action-research is identified. Then, the degree to which differing versions of its character may be said to be political is examined. Argument is for the creation of a balance between the institution and the individual in collaborative activity. Examined next are the political challenges this creates for action researchers in universities as they seek to find an institutional structure to match their epistemology. Finally, the association of degree and nondegree programs with action-research in order to meet professional needs is discussed. Appended are 28 references. (SI)

ED 307 436 CE 052 506

Recruiting Adult Education Students.
Learning Resources Network, Manhattan, KS.
REPORT NO.- ISBN-0-914951-34-3
PUB DATE- 88
NOTE- 160p.
AVAILABLE FROM- Learning Resources Network, 1554 Hayes Drive, Manhattan, KS 66502 ($14.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; *Adult Students; *High School Equivalency Programs; Library Extension; Literacy Education; Mass Media; *Program Descriptions; *Publicity; Public Relations; *Student Recruitment

This document is the first nationwide compilation of successful recruiting techniques for students in adult basic education, literacy, General Educational Development classes, and adult high school degree programs. Information for the publication was gathered from a literature search and other sources, especially "Reaching the Least Educated," a 1980 study published by Pennsylvania adult basic education directors, and "Grassroots Publicity," a 1985 study for the Pennsylvania Department of Education. Following a page-long analysis of the various recruiting techniques described in the projects, the guide lists 70 projects, including addresses, telephone numbers, and contact persons, and provides a one-page summary of the recruiting techniques used in each project. Techniques described include newspaper articles, posters, radio and television advertising, bulletin board announcements, job-site classes, and community center recruiting. Samples of advertising materials are supplied. (KC)

ED 307 452 CE 052 571

McCarthy, Patrick S.

The Effect of Automobile Safety on Vehicle Type Choice: An Empirical Study.

AAA Foundation for Traffic Safety, Falls Church, Va.

PUB DATE- Jun 87
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Consumer Economics; Consumer Education; Consumer Protection; Decision Making; Equipment Standards; *Merchandise Information; *Motivation; *Motor Vehicles; *Purchasing; *Traffic Safety

An analysis was made of the extent to which the safety characteristics of new vehicles affect consumer purchase decisions. Using an extensive data set that combines vehicle data collected by the Automobile Club of Southern California Target Car Program with the responses from a national household survey of new car buyers, a statistical model of vehicle type choice was estimated. The basic finding from the analysis is that individuals do express a demand for safety. Holding constant all other factors that influence a consumer's vehicle purchase decision, a safer vehicle is found to increase the probability of purchase. Among the specific findings of the analysis are the following: (1) an index of crashworthiness is a strong determinant of purchase decisions; (2) passive restraint systems enhance the likelihood of purchase of a given model; (3) safety-related recalls in the previous year are found to produce a positive effect on purchase behavior; (4) longer vehicles offer more crash protection to the occupants and increase the likelihood of purchase; and (5) other characteristics found to be important are purchase price and fuel costs, interior comfort and roominess, performance, and brand loyalty. (33 references.) (KC)

ED 307 600 CS 009 688

Just, Marcel Adam; Carpenter, Patricia A.
The Psychology of Reading and Language Comprehension.
REPORT NO.- ISBN-0-205-08760-4
PUB DATE- 87
NOTE- 518p.
AVAILABLE FROM- Allyn and Bacon Order Dept., 200 Old Tappan Rd., Old Tappan, NJ 07675 ($32.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Processes; Decoding (Reading); *Dyslexia; Higher Education; Lexicology; Models; *Psychology; Reader Text Relationship; Reading Instruction; Reading Processes; Semantics; *Speed Reading; Syntax; *Vocabulary Development
IDENTIFIERS- Orthography

This book, intended for researchers in the psychology of reading and language, college students in psychology and education, teachers of reading, and educators in general, is designed to be used in a course on the psychology of reading or the psychology of language comprehension. The book contains the following chapters: (1) "An Introduction and Overview of the Theory"; (2) "Eye Fixations and Word Encoding"; (3) "Lexical Structure and Lexical Access"; (4) "Vocabulary Acquisition"; (5) "Syntactic Structures and Syntactic Processing"; (6) "Semantic Analysis"; (7) "Understanding the Referent of a Text"; (8) "Understanding an Extended Text"; (9) "A Computer Simulation of Reading: The READER Model"; (10) "Orthography: Its Structure and Effects on Reading"; (11) "Beginning Reading: Decoding Processes and Instruction"; (12) "Dyslexia: Characteristics and Causes"; (13) "Learning from Text"; (14) "Speed Reading"; and (15) "Individual Differences." (MS)

ED 307 616 CS 211 743

Herrmann, Andrea
Teaching Writing with Peer Response Groups. Encouraging Revision. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- May 89
NOTE- 5p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Instruction; *Cooperative Learning; Peer Evaluation; *Peer Teaching; *Revision (Written Composition); Secondary Education; Writing Evaluation; *Writing Instruction; Writing Research
IDENTIFIERS- *Collaborative Learning; Collaborative Writing; ERIC Digests

Writing instruction reflects a growing appreciation of the value of talk. By implementing peer writing groups, teachers encourage students to give, seek, and react to oral feedback among themselves as they write, in addition to reacting to the teacher's traditional comments on finished papers. Collaboration in writing groups provides writers with an opportunity to read their drafts aloud and to discuss them face-to-face with a peer audience while the written product is taking shape. Studies of peer reaction show both positive and negative effects on revision. Preliminary evidence suggests that the nature of peer collaboration and feedback in classrooms where computers are used to teach writing differs from that in regular writing classrooms. Under certain conditions, computers as writing tools appear to promote a collaborative environment, both in learning to write and in learning to use the technology. The literature suggests that the effects of peer comments on revision is not a simple cause and effect matter, but rather a complex one, dependent upon the interrelationship of multiple factors within the evolving social environment of particular classrooms and groups of students. (Twenty-eight references are appended.) (MS)

ED 307 631 CS 211 883

Jochum, Julie
Whole Language--Writing: The Critical Response.
PUB DATE- May 89
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Secondary Education; Higher Education; Teacher Role; Teaching Methods; *Writing Evaluation; *Writing Instruction
IDENTIFIERS- *Process Approach (Writing); Whole Language Approach; *Writing Conferences; Writing Strategies

Writers of all ages and abilities come to the act of writing with three critical needs: (1) they need a commitment of time; (2) they need ownership over their topics; and, most important, (3) they need a response to their personal revelations. Sharing and responding to student writing can take place in writers' circles and writers' conferences. In a writers circle, students gather in small groups and share their writing processes or products and receive responses from their peers. The most effective writers conferences are brief and focus on what the writers are communicating rather than on the perceptions of the respondent. The writer is the informant as open-ended questions are used to expand or to focus the conference. (RS)

ED 307 647 CS 506 651

Bocchi, Joseph
Collaborative Learning in the Classroom Context: Toward an Integrated View of Communities.
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; *Classroom Environment; College Environment; Critical Thinking; Educational Philosophy; Higher Education; *Models; Teacher Role; Writing Across the Curriculum

IDENTIFIERS- Academic Discourse Communities; *Collaborative Learning; Writing to Learn

The popular model of collaborative learning views classrooms as contexts where nonmembers of "valued" communities become members by mastering accepted knowledge, discourse forms, and methods. Although attractive to educators, this model allows only for changes in individual students, not in "valued" communities. Further, its emphasis on "normal discourse" maintains established knowledge, promotes static definitions of communities, and suppresses the creation of new meaning and the dynamic process of communal redefinition. If educators seek to prepare students for the kinds of communities and organizations they will enter, then current collaborative methods are effective and appropriate. However, if their role is to promote critical thinking and to nurture students' existing power to define their communities and to act within them, then methods that are dialogic and that focus on problem-posing must be explored. As a first step, educators should refuse to confine collaborative methods to classroom "peer groups." They should promote the "abnormal discourse" that occurs when disciplines, departments, and classrooms come together. Redefinition of learning, thinking, and writing must be university-wide and must involve students in the process of critiquing the current educational system. (Author/RS)

ED 307 709 EA 021 036

Acheson, Keith A.
Evaluating, Supervising, and Analyzing Teaching.
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports -
  Research/Technical (143)
DESCRIPTORS- *Classroom Observation Techniques; Elementary Secondary
  Education; Faculty Evaluation; *Teacher Administrator Relationship;

  *Teacher Effectiveness; *Teacher Evaluation; Teacher Student
  Relationship; *Teacher Supervision
IDENTIFIERS- *Clinical Supervision

This article examines first discusses the three components of clinical supervision: (1) the planning conference; (2) the six steps of observation; and (3) the meeting with the teacher to analyze and interpret data as well as to reach decisions about alternatives, changes, and resolutions for future efforts by the teacher. Four approaches involving clinical supervision of a teacher working with a student teacher are described. Finally, four approaches to the problem of teacher evaluation while supporting and encouraging the teacher are described. (SI)

ED 307 726 EC 210 278

Michael, Robert, Ed.
Educating Emotionally Disturbed Children--*Promising Practices. Journal within a Journal.*
Association of New York State Educators of the Emotionally Disturbed.
PUB DATE- 87
NOTE- 11p.; This document is a special section of the Summer 1987 issue of the Journal "Perceptions."

AVAILABLE FROM- Perceptions, 14 Maple St., Scottsville, NY 14546 (individuals, $3.00 single copy, subscription $10.00; institutions, $5.00 single copy, subscription $24.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Abuse; Demonstration Programs; Educational Practices; Elementary Secondary Education; *Emotional Disturbances; *Group Discussion; Grouping (Instructional Purposes); *Humor; *Interdisciplinary Approach; *Student Motivation; *Writing Instruction
IDENTIFIERS- Dewey (John); *Hunter (Madeline)

Seven articles by educators with a variety of perspectives examine promising educational practices for use with children having emotional disturbances. Lee Bell offers strategies for using group activities in "All Together Now: Group Techniques for Teaching Students with Emotional Disturbances." Lyn Sardo and Ola Flynn discuss benefits and implementation guidelines for the use of circle time as an educational strategy in "We're All in This Together: Circle Time in a Special Education Classroom." The use of humor to improve attitudes and classroom atmosphere is advocated by Neal Schneider in "Healing the Wounds of Abuse with Humor." The next article, "Writing Instruction for Students with Emotional Disturbance: Is It Important?" (Catherine Reynolds) offers a variety of teaching strategies. Susan Franke describes an innovative writing project which stresses motivating students to write in "At Least One Good Reason to Write." Jenny Wolff defines, discusses, and evaluates the use of a transdisciplinary approach and describes such a program in "4 Heads are Better than 1: A Transdisciplinary Approach to Classroom Programming for the Emotionally Disturbed Child." A unique model program that combines aspects of the open classroom, team teaching, learning centers, and group-oriented behavior management strategies is described in "The Creative Learning Center: A Team Teaching Alternative for the Self-Contained Classroom" by Karen Cies and Mary Mayer. (DB)

ED 307 379 CE 050 255

Adult Literacy. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- OERI-RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educational Trends; Functional Literacy; *Illiteracy; Instructional Improvement; *Literacy Education

This document begins with an overview of trends and issues in the area of adult literacy. This overview briefly addresses: the number of adult illiterates, the costs of adult illiteracy, adult illiteracy as a barrier to increasing U.S. competitiveness, efforts that have focused on adult illiteracy, the issues that have surfaced, and recommendations to reduce adult illiteracy. A list follows of resources that provide information about adult literacy. Print resources available from ERIC are listed by author, with title, place of publication and publisher or source, date, and ED or EJ number. Similar information is provided for several non-ERIC print resources. In addition, a listing is provided of organizations that can be contacted for further information. Addresses and telephone numbers are included. (YLB)

ED 307 394 CE 051 877

Smick, Regina A.; Camp, William G.
Vocational Enrollment Patterns and Occupational Aspirations of American High School Students in 1982: A Causal Analysis.
PUB DATE- 5 Dec 88
NOTE- 10p.; Paper presented at the National Agricultural Education Research Meeting (St. Louis, MO, December 5, 1988).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Family Influence; Females; *Grade Point Average; *High School Graduates; Males; *Occupational Aspiration; Secondary Education; *Socioeconomic Status; *Vocational Education
IDENTIFIERS- High School and Beyond (NCES)
A study examined the impact of vocational education enrollment on the occupational aspirations of high school students, after correcting for the effects of other variables that also affect those aspirations. The data used for the study were collected in the High School and Beyond Sophomore Cohort study, second follow-up, when former students were age 30. Variables taken into account were gender, socioeconomic status, grade point average, and basic ability. The results showed that the major contributor to basic ability was socioeconomic status. Basic ability was the major contributor to both grade point average and to vocational enrollment pattern, whereas vocational enrollment pattern was the major contributor to occupational aspiration. The study concluded that even when correcting for the effects of gender, socioeconomic status of family, basic ability, and high school grade point average, the students who enrolled in vocational education express lower occupational aspirations than nonvocational students. The results of the study thus support earlier findings that enrollment in vocational programs produces reduced occupational aspirations among students. However, the study recommended further research to determine what variables other than the ones studied produced the actual effect, as well as the fact that vocational educators stress the upward mobility possibilities of vocational education, not just entry-level jobs. (KC)

ED 307 408 CE 052 467

Florida Vocational Program Guide for Basic Precision Machining, Precision Machining.

University of South Florida, Tampa. Dept. of Adult and Vocational Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
REPORT NO.- IE411-BK86
PUB DATE- Oct 86
NOTE- 115p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Admission Criteria; Behavioral Objectives; Competence; *Competency Based Education; *Compliance (Legal); *Course Content; Curriculum; *Educational Facilities; Educational Resources; *Machine Tools; *Machinists; Postsecondary Education; Secondary Education; State Curriculum Guides; State Standards; Student Organizations; Teacher Qualifications
IDENTIFIERS- *Florida; Vocational Industrial Clubs of America

This program guide has been developed to provide information that will be useful to local school district and community college administrators, instructors, program advisory committee members, regional coordinating councils, and others charged with the responsibility of offering vocational education programs in Florida. It identifies the major concerns that should be considered in the organization, operation, and evaluation of a vocational education program. The first section of the guide, concerning legal authority, relates to vocational education programs in general. The remaining four sections relate specifically to the basic precision machining and precision machining programs. Those sections contain information on program content, student admissions and teacher standards, facilities, and instructor resources. Appendixes to the guide provide facilities diagrams, organization charts for Vocational Industrial Clubs of America, and curriculum frameworks and student performance standards for basic precision and precision machining. (KC)

ED 307 422 CE 052 486

Charters, Alexander N., Comp.
Adult Education Collection at Syracuse University.
PUB DATE- Apr 89
NOTE- 333p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Libraries; *Adult Education; *Continuing Education; *Library Collections; *Library Guides; Research Libraries
IDENTIFIERS- *Syracuse Univ Publications in Continuing Educ NY; *Syracuse Univ Resources for Educators of Adults NY

Intended to give adult educators and adult education researchers greater and easier access to the Syracuse University adult education collection, the guide inventories, describes the resources, and names a contact person for each of 18 parts of the diverse collection. The following are the holdings attended to, which also reflect the guide's organization: (1) publications in the Educational Resources Information Center (ERIC) database and the Syracuse University Library Information Retrieval System; (2) Syracuse University Archives; (3) manuscripts; (4) books and monographs; (5) gifts; (6) periodicals and newsletters; (7) pamphlets; (8) sound and video recordings; (9) the Omnibus Series; (10) The Paul Hoy Helms Library in Liberal Adult Education; (11) master's theses and doctoral dissertations; (12) abstracts of dissertations and theses; (13) internal handbook of resources for educators of adults; (14) photographs; (15) Syracuse University Publications in Continuing Education; (16) Clearinghouse of Resources for Educators of Adults; (17) Associated Resource Centers in Adult Education (ARCAE); and (18) aids to access. The preface describes the career of the guide's compiler, and a history of the collection's development also appears. In addition, there is an overview of the Kellogg Project, funded by the Kellogg Foundation, that promotes access to the collection. Reprints of journal articles about the collection are included. An "Aids to Access" section offers a list of descriptive subheadings, and elsewhere are provided library call numbers and acquisition numbers. (CML)

ED 307 468 CE 052 595

Gentry, Curtis
La Apaicultura de Pequena Escala (Small Scale Beekeeping). Appropriate Technologies for Development. Peace Corps Information Collection & Exchange Manual Series No. M-25.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- May 84
NOTE- 221p.; Translated by Elizabeth J. Carico. For an English version, see ED 241 775. For a French version, see CE 052 596.
CONTRACT- 81-043-1028
LANGUAGE- Spanish
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Translations (170)
DESCRIPTORS- *Agricultural Education; *Agricultural Production; Agricultural Skills; *Animal Husbandry; Annotated Bibliographies; Developing Nations; Diseases; Entomology; Equipment Utilization; *Extension Education; Guidelines; Pesticides; Pests; Postsecondary Education; Rural Areas; *Rural Development; Rural Education; Spanish; Volunteers; Volunteer Training
IDENTIFIERS- *Beekeeping; Bees; Peace Corps

This Spanish-language manual is designed to assist Peace Corps volunteers in Spanish-speaking countries in the implementation of small-scale beekeeping programs as a tool for development. Addressed in the individual chapters are bees and humans; project planning; the types and habits of bees; the essence of beekeeping; bee space and beehives; intermediate technology beekeeping; high-tech beekeeping; hive products; and diseases, pests, and insecticides. Appendixes to the manual include an annotated bibliography, hive plans, equipment plans, a list of uses for beeswax, directions for making an artificial swarm, and a transparency master detailing honeybee anatomy. (KC)

ED 307 482 CE 052 609

Mahaffey, George; And Others

Forestry Training Manual for Africa Region U.S. Peace Corps. Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-14.

Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Jan 84
NOTE- 401p.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Education; Competence; Competency Based Education; Course Content; Course Organization; *Developing Nations; Foreign Countries; Forestry Aides; *Forestry Occupations; Horticulture; Lesson Plans; Natural Resources; Postsecondary Education; Soil Conservation; Soil Science; Teaching Methods; Trees; Visual Aids; Volunteers; *Volunteer Training
IDENTIFIERS- *Africa; Peace Corps

This manual is a state-side forestry teaching guide, complete with exercises, for the training of prospective Peace Corps volunteers who will serve in various African countries. The modular format lends itself to both single-country and multicountry forestry training. The first part of the guide contains instructions to the trainer on conducting the program, based on a field test conducted in Arizona in 1982. Included in this section are an overview of the training program, tips on conducting the program, and ideas on presenting the sessions, as well as information on how the sessions fit together. The second part of the guide contains the 60 sessions of the training program. Sessions cover both the technical content of forestry and information on group processes and teaching methods for the volunteers to use in teaching forestry to persons in their host countries. The format of each session includes time allotment, goals, overview, exercise(s), list of materials needed, procedures and activities, and trainer's notes. (KC)

ED 307 496 CE 052 625

Mukai, Masaaki; Kobayashi, Ryozo
TV Trouble-Shooting Manual. Volume 1.
International Labour Office, Islamabad (Pakistan). Asian and Pacific Skill Development Programme.
REPORT NO.- ISBN-92-2-103851-3
PUB DATE- 88
NOTE- 165p.; For related manuals, see CE 052 626-633.
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland ($16.50; complete set: ISBN-92-2-106780-7).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Vocational Education; Autoinstructional Aids; *Electric Circuits; *Equipment Maintenance; *Identification; Postsecondary Education; *Repair; *Television Radio Repairers; *Video Equipment
IDENTIFIERS- *Troubleshooting

Intended to be a self-instructional manual for television repair technicians, this manual consists primarily of 45 separate sections, each of which describes a symptom of faulty television sets and the troubleshooting procedures appropriate for it. The symptoms addressed are dead set, no raster, no vertical deflection, no vertical synchronization, insufficient vertical deflection and poor vertical linearity, fold-over, improper synchronization, no horizontal synchronization, part of image is out of synchronization, insufficient horizontal deflection, wavy vertical edges, horizontal trigger oscillation, no horizontal deflection, no image, weak contrast, no reception in a particular channel, image interference from other stations, white dots on the screen, no color, no color synchronization, improper color, loss of one or two primary colors, weak color, no uniform color strength, poor color purity, poor convergence all over the screen, poor convergence in the sides of the screen, colored raster, color smear, fine color noise, poor brightness, a bright spot in the middle of the screen, appearance of the retrace lines, poor focus, periodic raster movement, black horizontal bars on the screen, warped raster, no sound, buzzing sound, distorted sound, noisy sound, and color noise. The circuit diagrams that appear and the procedures that are recommended are based mainly on the NTSC color transmission system, although they may be adaptable for technicians in the PAL and SECAM region. (CML)

ED 307 511 CG 021 671

Simeroth, Nancy J.
The Effects of Participation in Extra-Curricular Activities on Female Adolescent Self-Concept.
PUB DATE- 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescent Development; Adolescents; *Extracurricular Activities; Females; High Schools; *High School Students; *Self Concept; *Student Participation

While recent research has examined the positive benefits students receive from participating in extracurricular activities, very few studies have concentrated on female adolescents and their participation in such activities. This study was conducted to investigate the effects of participation in extracurricular activities on the level of self-concept as perceived by female high school students. The Personal Attribute Inventory (PAI) was administered to 166 female high school students. Subjects also completed a checklist of extracurricular activities. The difference in degree of self-concept as measured by the PAI was compared to the degree of participation in school activities. The results revealed that 128 of the 166 students participated to some degree in extracurricular activities, with 38 students reporting no participation in any type of extracurricular activities. The number of activities that students participated in ranged from 0 to 10, with a mean of 2.102. A Pearson product moment correlation was computed and a correlation of -.292 was found to be significant at $p<.05$. A t-test for independent samples indicated a significant difference ($t=4.302>CV=1.960$, $p<.05$) between the means of the participation group and the nonparticipation group. These findings suggest that female adolescents involved in extracurricular activities had higher positive self-concepts than did female adolescents not involved in school activities. (Author/NB)

ED 307 525 CG 021 686

Beekman, Nancy R.
Parenting School-Aged Children and Adolescents. First Edition.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 89
NOTE- 50p.
CONTRACT- RI-88062011
AVAILABLE FROM- ERIC/CAPS, University of Michigan, School of Education, Room 2108, Ann Arbor, MI 48109 ($10.95).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; *Adolescents; *Child Rearing; Children; Interpersonal Communication; *Parent Child Relationship; *Parenting Skills; Parent Role; Self Esteem

Research on parenting with particular attention to parental influence on such matters as self-esteem, academic achievement, social support, and parent-child communication is synthesized in this document. Parental concerns are noted and discussed from an historical vantage point and compared with what concerns parents most today. Sources of help for those concerns are presented as well. The monograph provides an annotated bibliography for parents of school-aged children and adolescents. Resources included in the bibliography range from those focusing on the general issues and concerns of parents to specific information on parent-child communication about topics such as acquired immune deficiency syndrome, nuclear war, and sexuality. Resources are also provided on a large number of topics including suicide, self-esteem, latchkey children, child sexual abuse, child management, the parent's role in the child's education, and alcohol and drug abuse. Bibliographic collections and directories appropriate for parents are listed. The foreword states that a particular parental perspective is not espoused, but rather parents are offered a repertoire of current and relevant resources which if used wisely can lead to more informed choices. It is also noted that this monograph offers a window to the many resources available from the

Educational Resources Information Center (ERIC). (ABL)

ED 307 539 CG 021 704

Pillemer, Karl; Moore, David W.
Abuse of Patients in Nursing Homes: Findings from a Random Sample Survey of Staff.
New Hampshire Univ., Durham. Family Research Lab.
SPONS. AGENCY- American Association of Retired Persons, Washington, DC. Andrus Foundation.
PUB DATE- 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Elder Abuse; *Employee Attitudes; *Institutionalized Persons; Long Term Care; *Nurses; Nurses Aides; *Nursing Homes; *Older Adults

Despite persistent allegations of widespread abuse of nursing home residents, the topic has received only limited research attention. This study involved telephone interviews with a random sample of 577 nurses and nursing aides working in long-term care facilities. Subjects reported on actions they had observed other staff commit and on actions they had personally taken. The results indicated that 36% of respondents reported having seen at least one incident of physical abuse in the preceding year, with the most frequent type of physical abuse being excessively restraining a patient. Twenty-one percent of respondents reported having seen excessive restraint of a patient; 17% reported having seen pushing, grabbing, shoving, or pinching a patient. Ten percent of respondents reported that they themselves had physically abused a patient. A total of 81% of respondents reported observing at least one psychologically abusive incident in the preceding year, with the most frequent form of psychological abuse being yelling at a patient in anger. Forty percent of respondents admitted engaging in psychological abuse of patients. Staff who reported that they frequently thought about quitting their jobs and those who tended to infantilize patients were more likely to be abusive toward patients. The findings suggest that abuse of nursing home patients is sufficiently extensive to merit public concern, and that such abuse may be a regular occurrence in institutional life. (NB)

ED 307 554 CG 021 724

Geist, Harold

A Comparison of Occupational Choice in the U.S.A. and the Philippines.

PUB DATE- Aug 88
NOTE- 9p.; Paper presented at the Annual Meeting of the International Council of Psychologists (46th, Singapore, August 21-25, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Cross Cultural Studies; *Cultural Differences; Foreign Countries; High Schools; High School Students; *Interest Inventories; Occupational Aspiration; Sex Differences; Student Attitudes; Test Validity; *Vocational Interests
IDENTIFIERS- Philippines

A current trend in testing is to use pictorial methods of assessing various traits. The original American edition of the Geist Picture Interest Inventory consisted of 129 pictures of vocations and three of hobbies. The inventory has been adapted for use in various countries and cultures in which the pictures are changed to suit the cultures of the respective country and the relatively small verbal portion of the inventory is translated into the language of the country. A Philippine version was created and a standardization was undertaken on 479 boys and 242 girls ranging in age from 15 to 18 years in various schools on Luzon. The occupational choices in the Philippines and the United States were compared cross-culturally. For the males in both countries, computational and literary interests were high. For the females, the interests were almost identical in the two cultures. The differences in vocational interests between the cultures as a whole suggest that the atomic age has spread to the youth of the Philippines as well as to those of the United States and that the vocational interests of the two countries are more similar than different. (ABL)

ED 307 569 CS 009 531

Eppele, Ruth
Ethnography and Personal Narrative: Uses in Education. Focused Access to Selected Topics (FAST) Bibliography No. 20.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 5p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Cultural Context; *Curriculum Design; Curriculum Development; Educational Anthropology; Elementary Secondary Education; *Ethnography; Instructional Materials; *Personal Narratives; Qualitative Research; Reading Instruction; *Reading Material Selection; Theory Practice Relationship; Writing Instruction
IDENTIFIERS- *Ethnomethodology

This 27-item bibliography represent the diversity of articles added to the ERIC database from 1983 to 1988 on the uses of ethnography and personal narrative in education. Included are conflicting opinions concerning the appropriateness of using this form of qualitative research to describe accurately problems within the classroom and to prescribe curriculum changes to meet those problems. Most of the articles in the bibliography describe ethnographic research and its effect on curriculum design and support its application in the classroom. Many of the articles contain sample assignments and suggestions for selecting reading materials. (RAE)

ED 307 585 CS 009 663

Luke, Allan
Curriculum Theorizing and Research as "Reading Practice": An Australian Perspective.

PUB DATE- 28 Mar 89
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Critical Thinking; *Curriculum Development; Educational History; Elementary Education; Foreign Countries; *Government School Relationship; Inservice Teacher Education; *Models; Reading Instruction; Writing Instruction
IDENTIFIERS- Australia; *Curriculum Theories; *Whole Language Approach

Whole language approaches to the teaching of reading and writing have received broad support by United States advocates of "critical pedagogy." This paper outlines a case study of the Australian implementation of whole language inservice courses for the teaching of literacy in elementary schools. Drawing from post-structuralist theory and critical linguistics, it models a discourse analytic approach to curriculum research. The paper argues that a critical analysis of curriculum projects depends on a "situated reading" of extant relationships between the state and schooling. (Six notes are included and 31 references are attached.) (Author/RS)

ED 307 676   EA 020 933

Utah Principals Academy, 1987-1988.
Utah State Board of Education, Salt Lake City.
PUB DATE- 89
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Instructional Leadership; *Leadership Qualities; *Principals; Program Descriptions; Program Guides; *School Administration
IDENTIFIERS- *Utah

Improving instructional leadership skills of principals is the focus of the academy. Following a foreword and mission statement by James R. Moss, the state superintendent of public instruction, the booklet describes three programs that help to achieve the academy's goals: Academy Fellows, Academy Seminars, and Cluster Grants. Titles and authors of the 11 articles included in the booklet are as follows: (1) "Schools as Rational Organizations?" (Brian Schiller); (2) "Principals Write" (Brian Schiller); (3) "No Problem--A Zoo of Monkeys" (Dan Adams, Bruce Farrer, and Jack Bell); (4) "Reflections on the Fellows' Program of 1987-88" (Jack Bell, Paul Rasband, Dave Richards, Bob Swinburne); (5) "Wayman Revisited" (Gary Seastrand, Brian Schiller); (6) "Making Life a Little Easier" (Shauna Carl); (7) "School Climate" (Marilyn Dahl, Julie Goble, Ken Higgins, Velda Morrow); (8) "Brevity, Variety, Fragmentation, and Leadership Density" (Dan Adams); (9) "Sharing and the Utah Principals Academy" (Bob Swinburne); (10) "Thoughts on My Year as a Fellow" (John Erlacher); and (11) "Kaleidscope" (Mary Hancey). Appended are superintendent and fellow's needs assessment results, fellows seminars summary, and academy evaluation forms. (SI)

ED 307 741 EC 212 046

Ferguson, Dianne
Site Visit Report: Boise Group Homes, Boise, Idaho, August 25-27, 1986.
Syracuse Univ., NY. Center on Human Policy.
SPONS AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Aug 86
NOTE- 27p.
GRANT- G0085C03503
AVAILABLE FROM- Syracuse University, Center on Human Policy, Research and Training Center on Community Integration, 724 Comstock Ave., Syracuse, NY 13244-4230 ($2.20).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Group Experience; *Group Homes; *Independent Living; *Normalization (Handicapped); *Severe Disabilities; *Social Integration; Staff Development; *Staff Role

This report describes Boise Group Homes, a program in Boise, Idaho, which integrates people with severe disabilities into community life. The report is based on a site visit, which included visits to group homes, interviews with program staff, and review of program documents. Three areas of promising practices reflect the values and commitment of the staff: environments and images; appearances of daily life in working, living, and learning; and staff development and organizational supports. The staff makes efforts to normalize the home environment and the lives of the residents, and staff members are referred to as "part-time residents," to minimize the connotation of a worker/client relationship. Positive reinforcement is used extensively to promote learning of functional skills and social behavior. Residents often participate in community activities, and staff continually seek to expand the breadth of activities. Staff development involves completion of several inservice modules, each of which contains a series of objectives, readings, videotapes, and a pre/post-test. An appendix contains a program description produced by Boise Group Homes, which outlines the organizational intent, characteristics of the homes, characteristics of resident instruction, staff patterns and training, and organizational structure. (JDD)

ED 307 755   EC 220 260

Bersani, Hank A., Jr.

Site Visit to Calvert County, Maryland ARC Family Support Services.
Syracuse Univ., NY. Center on Human Policy.
SPONS AGENCY- National Inst. on Disability and Rehabilitation
  Research (ED/OSERS), Washington, DC.
PUB DATE- May 87
NOTE- 29p.
CONTRACT- G0085C03503
AVAILABLE FROM- Syracuse University, Center on Human Policy, Research
  and Training Center on Community Integration, 724 Comstock Ave.,
  Syracuse, NY 13244-4230 ($1.95).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Programs; Day Programs; Delivery Systems;
  *Family Problems; Family Programs; Individual Needs;
  *Institutionalized Persons; *Mental Retardation; *Prevention;
  Program Costs; *Respite Care
IDENTIFIERS- *Maryland (Calvert County)

The site visit report describes the Family Support Services program run by the Calvert County (Maryland) Association for Retarded Citizens. The program's goal is to prevent any person 21 years of age or younger from being institutionalized. It provides respite care services, specialized family support, and integrated day care for approximately 50 persons with developmental disabilities and their families. The specialized family support component attempts to help parents obtain any service or piece of special equipment which the family sees as needed to maintain a disabled member at home. Among services provided to families are provision of respite care in either the family's or provider's home, provision of respite care at the integrated day care center, parent counseling, a parent support group, financial support, and information referral and coordination. Cost information is provided. Agency concerns include identifying the best ways to help a family, maximizing resources, agency image problems, and maintaining flexibility. Issues identified by parents include the mother's role in families, conflicting interests, the costs of maintaining a disabled child at home, the sometimes unexpected duration of parental care responsibilities, and the lack of summer programs. Program success seems to be the result of committed leadership, philosophy, small size, commitment to integration and family life, and the parents themselves. (DB)

ED 307 770 EC 220 279

Facts about Alcohol and Other Drug Use during Pregnancy. ARC Facts.

Association for Retarded Citizens, Arlington, TX.
PUB DATE- Aug 88
NOTE- 3p.
AVAILABLE FROM- Association for Retarded Citizens, 2501 Avenue J, Arlington, TX 76006 ($12.50 per 100).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) -- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Alcohol Abuse, Alcohol Education, *Congenital Impairments, Drug Abuse, Incidence, Learning Disabilities, Mental Retardation, Physical Disabilities, *Pregnancy, Prenatal Influences, *Prevention, Special Health Problems
IDENTIFIERS- Alcohol Related Birth Defects, *Fetal Alcohol Syndrome

The fact sheet provides basic information about how alcohol and drug use during pregnancy can lead to Fetal Alcohol Syndrome (FAS) and Alcohol Related Birth Defects (ARBD), resulting in such problems as mental retardation, sleep disturbances, learning disabilities, muscle problems, heart defects, and small head size. The question and answer format provides information on: What is meant in warnings to pregnant women not to drink alcohol? What kind of damage can occur to the fetus from alcohol consumption by the mother? Is there a safe amount of alcohol that a pregnant woman can drink? How common are FAS and ARBD? What are the problems of children born with these disorders? Can FAS be treated? How can FAS be prevented? Why is it especially important to educate young people about FAS and ARBD? What about prescription and non-prescription drugs; can they cause birth defects similar to FAS? (DB)

ED 307 784   EC 220 293

Phillips, Don I.
Creating Scholar/Practitioner Networks for the Most Capable Youth in Mathematics, Science and Technology and Discussant Reactions.
Pub Date— Mar 88
Note— 13p.; In: Dreyden, Julia I. Ed., And Others. Developing Talent in Mathematics, Science and Technology: A Conference on Academic Talent (Durham, North Carolina, March 28-30, 1988); see EC 220 285.
Language— English
EDRS Price - MF01/PC01 Plus Postage.
Pub Type— Speeches, Conference Papers, "Papers Presented at..." (150) — Reports - Descriptive (Program/Project Descriptions) (141) — Opinions-Personal Viewpoints/Position Papers/Essays (120)
Descriptors— *Academically Gifted, *Information Networks, Mathematics Education, *Science Education, Scientists, *Social Networks, Social Support Groups, Technological Literacy, *Theory Practice Relationship

Operational and organizational principles are suggested for guiding the establishment of networks to facilitate ongoing interactions between the practitioner and scholar communities in mathematics, science, and technology. These networks could define problems that need attention, carry out research on the problems, and incorporate the results of the research into educational and support programs for the most capable youth. The issue of recruiting talented students impacts on the creation of such networks. Statistical data are presented on graduate school enrollments, scores of science Ph.D.'s on the Scholastic Aptitude Test, and scores on the Graduate Record Examination. The Government-University-Industry Research Roundtable is presented as an example of a scholar-practitioner network, along with other examples such as the Agricultural Research System and Extension Service, Transportation Research Board, Mathematical Sciences Education Board, Ford Foundation Urban Mathematics Collaboratives, and the Yale-New Haven Teachers Institute. The paper concludes with a list of principles for creating scholar/practitioners networks. (JDD)

ED 307 632 CS 211 888

Gerrard, Lisa, Ed.

Writing at Century's End: Essays on Computer-Assisted Composition.

REPORT NO.- ISBN-0-394-35961-5
PUB DATE- 87
NOTE- 152p.
AVAILABLE FROM- McGraw-Hill Publishing Co., 13955 Manchester Rd., Manchester, MO 63011 ($15.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Artificial Intelligence; Audiences; *Computer Assisted Instruction; Elementary Secondary Education; Higher Education; Language Arts; Minicomputers; Revision (Written Composition); Teaching Methods; Technical Writing; Technological Advancement; Word Processing; *Writing Instruction; Writing Research

Most of the essays in this collection originated as presentations at the University of California, Los Angeles, Conference on Computers and Writing, held in May 1985. Issues addressed in the volume range from concrete, practical considerations (such as designing classroom exercises) to political and theoretical ones (such as the instructor's status as software developer and the limits of artificial intelligence). The volume contains the following chapters: (1) "Paperless Writing: Boundary Conditions and Their Implications" (Edward M. Jennings); (2) "Computer-Extended Audiences for Student Writers: Some Theoretical and Practical Implications" (Don Payne); (3) "Processing Words and Writing Instructions: Revising and Testing Word Processing Instructions in an Advanced Technical Writing Class" (Erna Kelly); (4) "Algorithms and Arguments: A Programming Metaphor for Composition" (Diane P. Balestri); (5) "Text-to-Voice Synthesis: What We Can Learn by Asking Writers to Proofread with Their Ears" (Elaine O. Lees); (6) "Observations on a New Remedial Language Arts Course" (John C. Thoms); (7) "Engineers Becoming Writers: Computers and Creativity in Technical Writing Classes" (Valarie Meliotes Arms); (8) "An Ethnographic Study of a High School Writing Class Using Computers: Marginal, Technically Proficient, and Productive Learners" (Andrea W. Herrmann); (9) "Some Ideas about Idea Processors" (David N. Dobrin); (10) "Expert Systems, Artificial Intelligence, and the Teaching of Writing" (John E. Thiesmeyer); (11) "In Search of the Writon" (Michael E. Cohen); (12) "The Politics of CAI and Word Processing: Some Issues for Faculty and Administrators" (Deborah H. Holdstein); and (13) "Computers in Thinking, Writing, and Literature" (Stephen Marcus). (MS)

ED 307 662 EA 020 880

Beare, Hedley
On Being a Professional Educator in the Twenty-First Century.
PUB DATE- Sep 88
NOTE- 23p.; Paper presented at the Joint Annual Meeting of the Australian College of Education and the Australian Council for Educational Research (Sydney, Australia, September 25-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Development; Educational Improvement; Educational Needs; *Educational Responsibility; Elementary Secondary Education; Environment; Foreign Countries; *Futures (of Society); *Teacher Responsibility
IDENTIFIERS- *Australia; United Nations

Four cameos that have important educational implications for Australia in the 21st century are presented. The first cameo discusses the concept of one world, emphasizing the United Nations' report "Our Common Future" by the World Commission on the Environment and Development. Second, discussed is the answer to the question: What is Australia's place in the world? Next, the educator's responsibility for the 21st century is analyzed. Educators need to take note that their profession and the ways in which it is organized are undergoing a remarkable transformation. The paper ends with comments from a child delving into the psyche of the "future's" child. Appended are 37 references. (SI)

ED 307 692 EA 021 009

Sockett, Hugh; Alston, Kal

Courage, Friendship and Character Education.

PUB DATE- Mar 89

NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Elementary Secondary Education; *Ethical Instruction; *Friendship; *Moral Development; *Moral Issues; *Moral Values; Personality Development; Sex Education

IDENTIFIERS- *Character Education; Courage

This document explores the way in which courage, as a central virtue, and friendship, as a valued human state, have a significant place within the view of the education of character. Education of character is determined to bridge the gap between moral judgment and moral action. This paper has five sections. First, the need for character education is examined using the example of the failure of sex education. Second, the need for character education is approached from the academic context using the weakness-of-will issue to substantiate the need. The two contemporary perspectives on moral education (espoused by Lawrence Kohlberg and Barry Chazan) are discussed. Third, it is argued that friendship and courage are necessary elements of character education. Fourth and fifth, the development of courage and friendship is discussed. Appended are 20 references. (SI)

ED 307 437 CE 052 507

Assessment, Accreditation and Certification. Two-Year Youth Training Schemes. An Evaluation of LEA Modular Programmes. No. 6.
Further Education Unit, London (England).

REPORT NO.- ISBN-1-85338-098-7
PUB DATE- Jan 89
NOTE- 7p.; For a related document, see CE 052 013.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Credits; Foreign Countries; *Job Training; Postsecondary Education; Prior Learning; Program Development; Secondary Education; *Student Certification; *Student Evaluation; *Transfer Policy; Transfer Programs; *Youth Programs
IDENTIFIERS- Great Britain; *Youth Training Scheme

This bulletin is the sixth in a series that provides information on a collaborative project known as MainFrame to develop youth training programs in Great Britain. It describes the assessment procedures used in the youth training programs and examines project progress toward its main objective--the development of a unit credit transfer system--and its relationship to national developments on certification. The bulletin is organized in three sections. The section on assessment describes the Training Inventory form on which is recorded trainee progress, as well as on-the-job and off-the-job training assessment. Next, a section on

accreditation focuses on development of a package to accredit trainees for their prior learning and establishment of a unit credit transfer system. The section on certification discusses attempts at articulation with existing schemes to achieve the aim of offering "credible certification" through a unit credit transfer system. A concluding commentary critiques the project's achievements, especially as regards investment of resources. Sample forms are provided. (YLB)

ED 307 453 CE 052 572

Training Programs. Information on Fiscal Years 1989 and 1990 Appropriations. Fact Sheet for the Chairman, Subcommittee on Labor, Health and Human Services, Education and Related Agencies, Committee on Appropriations, U.S. Senate.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-89-71FS
PUB DATE- Apr 89
NOTE- 39p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies: $2.00 each; 100 or more: 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Basic Skills; Disabilities; Dislocated Workers; *Federal Aid; Federal Legislation; *Federal Programs; Financial Support; *Grants; *Job Training; Literacy Education; Postsecondary Education; Secondary Education; *Veterans Education; *Vocational Education; Womens Education

This report provides data on 45 programs in the federal government that have a significant occupational training component. The programs span six departments--the Departments of Labor, Education, Health and Human Services, Veterans Affairs, Agriculture, and Transportation. Contents include: (1) figures depicting the number of programs and appropriations for fiscal years 1989 and 1990 for training for the noncollege-bound; (2) six summary tables listing the programs, their total funding, and the estimated number of participants for fiscal years 1989 and 1990, by department; (3) a table listing those programs for which no funding is requested for fiscal year 1990; and (4) a listing of the programs, including brief program descriptions, the programs' authorizing legislation, the appropriations for fiscal year 1989, and the funding request for fiscal year 1990. (YLB)

ED 307 601 CS 009 691

Choate, Joyce S.; Rakes, Thomas A.
Reading: Detecting and Correcting Special Needs.
REPORT NO.- ISBN-0-205-11638-8
PUB DATE- 89
NOTE- 167p.; Detecting and Correcting Series. For a related document, see CS 009 692.
AVAILABLE FROM- Allyn and Bacon Order Dept., 200 Old Tappan Rd., Old Tappan, NJ 07675 ($9.75).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Content Area Reading; Elementary Secondary Education; *Learning Disabilities; *Learning Problems; Reading Comprehension; *Reading Diagnosis; Reading Instruction; Reading Readiness; *Reading Strategies; Teaching Methods; Word Recognition

Part of a series focusing on the classroom needs of special students, this book supplements more comprehensive and theoretical treatments of reading instruction with practical classroom teaching strategies. The book is divided into four parts: (1) "Special Reading Needs of Special Learners," with chapters outlining categories of students, with a variety of special needs, and offering general guidelines for designing corrective programs for each group; (2) "Reading Readiness Needs," with chapters on language readiness, visual readiness, auditory readiness, and motor readiness; (3) "Word Recognition Needs," with chapters on sight vocabulary, phonics, and structural analysis; and (4) "Reading Comprehension Needs," with chapters on word meanings, contextual usage, general comprehension, specific comprehension skills, and content reading. Each part begins with an overview and concludes with suggestions for reflecting on its content. Each chapter contains a diagnostic section and a prescriptive teaching section. (MM)

ED 307 648 CS 506 652

Hudson, Tim
Broadcasting in Iceland: Cultural Protectionism and U.S. Influence.
PUB DATE- 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Historical Materials (060)
DESCRIPTORS- *Broadcast Television; *Cultural Influences; *Cultural Interrelationships; Foreign Countries; Mass Media Effects; Mass Media Use; Technological Advancement
IDENTIFIERS- Cultural Preservation; *Iceland; United States

Icelanders are a highly literate people, their culture tied together by perhaps the most complete written tradition of any modern nation. No wonder, then, that the tiny island country seemed in no rush to develop a television broadcasting system. Indeed, it is questionable whether television would have been in demand at all if not for outside influences. Of course, eventually it would have, since Iceland, though isolated and homogeneous, is a modern society. Yet in many ways television in Iceland developed as a reaction to the presence of a United States controlled broadcast facility. Preservation of a unique and treasured way of life brought about both the condemnation of television and its development. (Twenty-one references are attached.) (Author/MM)

ED 307 710   EA 021 038

Rainey, Malcolm F.
Descriptive Job Statements Rated by Administrators.
PUB DATE- Jun 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Responsibility; Administrator Role;
  *Administrators; Elementary Secondary Education; *Occupational
  Information; Principals
IDENTIFIERS- *Georgia

To obtain the views of practitioners on the importance of statements found in administrative job descriptions, a 73-item questionnaire was sent to 340 school administrators in Georgia. Of these, 207 administrators responded. The questionnaire dealt with the tasks, functions, and responsibilities of administrators and supervisors found in job descriptions obtained from superintendents, curriculum directors, general supervisors, and principals at all levels. Findings include a list in rank order of the 25 tasks, functions and responsibilities that administrators rated highest in importance and a list of the five lowest-ranked statements. Conclusions suggest that administrators varied in their rankings of job statements, and preferences seemed to be grouped according to professional assignments. Appended are three references. (SI)

ED 307 380 CE 050 256

Career Education for the Limited English Proficient. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- OERI-RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)

DESCRIPTORS- Adult Education; Bilingual Education; *Career Counseling; *Career Development; *Career Education; Career Guidance; Educational Trends; *English (Second Language); *Immigrants; *Limited English Speaking; Postsecondary Education; Secondary Education; Vocational Education

This document begins with an overview of trends and issues in the area of career education for limited English proficient persons. The overview briefly addresses: the projected shortage of young workers in the work force that will force employers to hire limited English proficient (LEP) individuals, the accompanying demand for higher skill levels in those jobs, the role of career education in integrating LEP individuals into the work force, the need for career counseling for LEP youth and adults, the areas of learning that must be incorporated into career education, and ancillary student needs such as transportation and child care. A list follows of sources of information on career education for LEP persons. Print resources available from ERIC are listed by author, with title, place of publication and publisher or source, date, and ED number. Similar information is provided for non-ERIC print resources. In addition, a listing is provided of organizations that can be contacted for further information. Addresses and telephone numbers are included. (YLB)

ED 307 395   CE 052 006

Report to Congress on the Study of the Role of Allied Health Personnel in Health Care Delivery.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- Jun 88
NOTE- 365p.; Subsequently published in further edited form by the National Academy Press, 2101 Constitution Ave., NW, Washington, DC 20418, under the title: "Allied Health Services: Avoiding Crises. Report of a Study" (ISBN-0-309-03896-0, PB: $29.95; HB: $39.95).

AVAILABLE FROM- National Technical Information Service (NTIS), 5285 Port Royal Road, Springfield, VA 22161.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accreditation (Institutions); *Allied Health Occupations; *Allied Health Occupations Education; Demand Occupations; *Employment Projections; Females; *Futures (of Society); Labor Market; *Labor Needs; Minority Groups; Nontraditional Students; Postsecondary Education; *Student Recruitment

This report, the result of an 18-month study by the NAS Institute of Medicine, Committee to Study the Role of Allied Health Personnel (including two workshops with invited experts), examines the diverse set of health care occupations that fall under the umbrella term "allied health." The report is organized in eight chapters. Chapter 1 introduces the concept of allied health occupations and traces briefly the evolution of 10 fields. Chapter 2 examines various data sources and discusses ways of forecasting the demand for and supply of allied health personnel. Chapter 3 looks at forces such as demography, disease patterns, the structure of the health care delivery system, and women's study choices that have an impact on the demand and supply of allied health personnel. Chapter 4 reviews national projections of the demand for allied health workers up to the year 2000. In Chapter 5, recommendations are offered to increase recruitment of students, including minority students, into allied health education programs and to improve the capacity of educational institutions to deliver allied health programs. Presenting the employer's perspective, Chapter 6 reviews options for correcting and adapting to supply imbalances and outlines a role for health care administrators in enhancing the size and effectiveness of the allied health work force. Chapter 7 discusses state licensure and other types of control of allied health personnel. Chapter 8 examines long-term care and the needs it poses for allied health personnel. Each chapter contains references. Appendices include the Congressional mandate, list of workshop participants, list of allied health job titles and program classifications, data on labor supply/demand estimates and projections, criteria for approval of certifying agencies, and a list of historical source material. (KC)

ED 307 409 CE 052 468

Laser System Technician. A Catalog of Performance Objectives and Performance Guides.

Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

PUB DATE- 85
NOTE- 186p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Electronics; *Electronic Technicians; *Job Skills; *Lasers; *Optics; Paraprofessional Personnel; Postsecondary Education; Standards; *Technical Education

This Vocational-Technical Education Consortium of States (V-TECS) catalog contains the state-of-the-art tasks and standards of performance for the occupation of laser system technician. It provides the curriculum specialist or instructor with the foundation for instructional development. Performance objectives and performance guides are provided for 11 duties: maintaining records, installing laser systems, maintaining laser systems, analyzing down laser systems, repairing temperature control system, repairing beam generation system, repairing excitation system, repairing low voltage power supply, repairing RF system, repairing vacuum systems, and repairing gas supply system. The duties are comprised of 89 performance objectives. Each performance objective is composed of a task, standard, and conditions for performance of task. The performance guide for each performance objective is a list of all of the steps required to perform the task on the job successfully. A source for the standard is also identified. Appendixes include a list of standard tool kit contents; tools/equipment/work aids by percentage of laser systems technicians using them; bibliography: sources of standards; cross-reference table; and state-of-the-art bibliography. (YLB)

ED 307 423 CE 052 487

Dougherty, Barbara; Lindner, A. Frances
Resources for Strengthening Teen Pregnancy and Parenting Programs.

Wisconsin Univ., Madison. Vocational Studies Center.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- Jan 89
NOTE- 114p.
AVAILABLE FROM- Vocational Studies Center, Department B, University of Wisconsin, 1025 West Johnson Street, Madison, WI 53706 (Order No. CSK208: $12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; *Early Parenthood; *Parenthood Education; *Pregnant Students; Resource Materials; *Unwed Mothers; *Youth Agencies; Youth Programs

Intended for staff who maintain teen pregnancy and parenting programs and for those just beginning such programs, the strategies, instrument, and resource list provided in this document were generated by 150 educators and community service providers who are experienced with similar programs. Section A provides the following lists: (1) barriers to teen pregnancy and parenting programs; (2) what such programs need; (3) 48 program strategies for overcoming the barriers and obtaining what is needed; (4) barriers the teens face; (5) needs the teens have; and (6) 33 strategies for meeting those needs and overcoming the barriers. Section B offers help on conducting an inventory of program resources and an assessment of program participants' needs. Included is a 25-page "Teen Pregnancy and Parenting Program Inventory and Needs Assessment" instrument. Section C cites and annotates 63 pages of relevant print publications, software, videos, slides, and filmstrips. These resources are organized by media, and those that are print publications are also grouped by the topics they cover. Among the topics they cover are educational methods for career planning, self-help for teen parents, and current issues concerning women and the work force. (CML)

ED 307 469 CE 052 596

Gentry, Curtis
Apiculture de Petite Eschelle (Small Scale Beekeeping). Appropriate

Technologies for Development. Peace Corps Information Collection & Exchange Manual Series No. M-26.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- May 84
NOTE- 220p.; For an English version, see ED 241 775. For a Spanish version, see CE 052 595.
CONTRACT- 81-043-1028
LANGUAGE- French
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Translations (170)
DESCRIPTORS- *Agricultural Education; *Agricultural Production; Agricultural Skills; *Animal Husbandry; Annotated Bibliographies; Developing Nations; Diseases; Entomology; Equipment Utilization; Extension Education; Foreign Countries; French; Guidelines; Pesticides; Pests; Postsecondary Education; Rural Areas; *Rural Development; Rural Education; Volunteers; Volunteer Training
IDENTIFIERS- *Beekeeping; Bees; Peace Corps

This French-language manual is designed to assist Peace Corps volunteers in French-speaking countries in the implementation of small-scale beekeeping programs as a tool for development. Addressed in the individual chapters are bees and humans; project planning; the types and habits of bees; the essence of beekeeping; bee space and beehives; intermediate technology beekeeping; high-tech beekeeping; hive products; and diseases, pests, and insecticides. Appendixes to the manual include an annotated bibliography, hive plans, equipment plans, a list of uses for beeswax, directions for making an artificial swarm, and a transparency master detailing honeybee anatomy. (KC)

ED 307 483 CE 052 610

Fillion, Jacob; Weeks, Julius
Agroforestry In-Service Training. A Training Aid for Asia & the Pacific Islands (Honiara, Solomon Islands, South Pacific, October 23-29, 1983). Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-16.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- May 84
NOTE- 210p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Production; Community Education; Conservation (Environment); *Conservation Education; Course Content; *Developing Nations; Foreign Countries; *Forestry; Forestry Aides; *Forestry Occupations; Horticulture; Lesson Plans; Natural Resources; Postsecondary Education; Soil Conservation; Soil Science; Teaching Methods; Trees; Visual Aids; Volunteers; *Volunteer Training; *Workshops
IDENTIFIERS- *Asia Pacific Region; Peace Corps

The Forestry/Natural Resources Sector in the Office of Training and Program Support of the Peace Corps conducted an agroforestry inservice training workshop in Honiara, Solomon Islands, in 1983. Participants included Peace Corps volunteers and their host country national counterparts from six countries of the Pacific Islands and Asia (Western Samoa, Fiji, Papua New Guinea, Philippines, Thailand, and the Solomon Islands). The workshop design combined technical presentations with appropriate hands-on experiential learning sessions. One of the principal goals of the workshop was to train teams of Peace Corps volunteers and host country counterparts in the concepts of agroforestry while at the same time strengthening their personal relationship. Emphasis also was placed on broadening the participants' knowledge of different extension techniques and strategies and providing them with an opportunity to practice those techniques. The workshop also stressed the role of women in development, especially in forestry. The actual sessions on agroforestry focused on the ecological, economic, social and technical aspects. They included an historical overview; advantages and disadvantages; tree, crop, and animal production within a system; nitrogen fixing trees; project planning; seed selection and storage; and fruit tree preparation and management. (This document contains outlines of the training sessions as well as technical information on agroforestry.) (KC)

ED 307 512 CG 021 672

Innes, Ruth S.

Developing Positive Peer Relationships in Middle School Using Inservice Training, Group Work and Social Activities.

PUB DATE- 89
NOTE- 63p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Change Strategies; Grade 7; Grade 8; *Group Counseling; *Inservice Teacher Education; Interpersonal Competence; Junior High Schools; *Junior High School Students; *Peer Relationship; *Social Life; Student Attitudes; Student Behavior; *Student Improvement; Teacher Attitudes

A practicum was designed to improve the quality of peer interactions among seventh and eighth graders in a private elementary-secondary school. The goals of the practicum were to facilitate positive peer interactions among the middle school students, create a more positive atmosphere in the middle school, and develop positive attitudes toward working together in classroom projects. Surveys were administered to teachers and students before and after implementation of the practicum components. Inservice programs addressing the needs of adolescents were implemented for the teachers, counseling groups were organized for interested students, the Friday night activities for students were planned. Comparison of responses to the pre- and post-questionnaires completed by both teachers and students revealed that there was a positive change in the quality of interactions among the middle school students and that students were more cooperative in working together on group projects following implementation of the practicum. (Author/NB)

ED 307 540   CG 021 710

Stets, Jan E.; Pirog-Good, Maureen A.

Control and Dating Violence.
New Hampshire Univ., Durham. Family Research Lab.
PUB DATE- 11 Aug 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Dating (Social); Higher Education; *Interpersonal Relationship; Locus of Control; *Social Control; *Violence

In studying the causes of dating violence, researchers have investigated three broad areas: early life experiences, individual characteristics, and relationship characteristics. While each of these areas has been shown to play a role in dating violence, the interactive processes which lead to violence among dating couples have not been investigated. This study examined the degree to which individuals control others and the relationship of this control factor to dating violence. Data were obtained from a sample of 583 white heterosexual college students who were involved in a dating relationship. Data were obtained on 1,096 relationships. For an analysis on inflicting violence, complete data were available for 318 relationships for men and 286 relationships for women. For the analysis of sustaining violence, complete data were available on 429 relationships for men and 426 relationships for women. Data were analyzed from men and women who inflicted and sustained violence while dating. The results indicated that, net to other effects, men and women who acted to control others were more likely to inflict and sustain violence while dating. Future research is needed to continue building upon the findings that interactional characteristics such as interpersonal control are vital to understanding interpersonal violence. (NB)

ED 307 555 CG 021 725

Thomas, R. Murray
A Life-Span Development Course for Counselors.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Students; Counseling Techniques; Counselor Educators; *Counselor Training; *Course Content; *Course Descriptions; Higher Education
IDENTIFIERS- *Life Span Development

This article describes a course in life-span development designed particularly for students in counselor education programs. The description focuses on basic assumptions underlying the course plan, objectives of the course, and instructional methods and materials. Learning activities presented in detail include ones requiring students to: (1) describe how client characteristics at different age levels influence counseling practice; (2) explain how widely held attitudes in a society can influence counselees' problems; (3) obtain pertinent normative data from the professional literature; (4) define "normal development" in a suitable form for making counseling decisions; (5) select assessment methods appropriate for different age levels; and (6) engage in simulated counseling dialogues. The article concludes that each time the course was taught it became apparent that the age levels most students knew least about were those of childhood and old age, and the counseling techniques they knew most about were person-centered therapy, behavioral approaches, and educational guidance. It is noted that plans were made to strengthen knowledge and skills for working with children and the aged. (Author/ABL)

ED 307 570 CS 009 534

Morgan, Mary
Ability Grouping in Reading Instruction: Research and Alternatives.
Focused Access to Selected Topics (FAST) Bibliography No. 21.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 6p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Ability Grouping; Annotated Bibliographies; Elementary Education; *Grouping (Instructional Purposes); Instructional Effectiveness; *Reading Instruction; Reading Research; Teaching Methods
IDENTIFIERS- Educational Issues

Focused on the topic of ability grouping in reading instruction, particularly at the elementary level, this annotated bibliography contains 31 references to articles and papers entered in the ERIC database between 1983 and 1989. The citations include articles discussing recent research on ability grouping, and possible alternatives to ability grouping, such as cooperative learning and whole language techniques. (MM)

ED 307 586 CS 009 664

Rasnak, Mary Ann; And Others
Comparative Reading: An Annotated Bibliography. College Reading and Learning Assistance Technical Report No. 88-05.
PUB DATE- 89
NOTE- 65p.; Reports issued jointly by Georgia State University, Northern Illinois University, and University of Georgia College Reading/Study Skills Programs.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Literacy; Annotated Bibliographies; *Comparative Education; *Cross Cultural Studies; Developing Nations; Foreign Countries; Higher Education; Reading Comprehension; Reading Instruction; *Reading Research
IDENTIFIERS- Africa; China; *Comparative Reading; Great Britain; Japan; Scandinavia; USSR

This annotated bibliography, a project undertaken by graduate students enrolled in a comparative reading course at Northern Illinois University, supplements and updated E. Malmquist's annotated bibliography, "Handbook on Comparative Reading." The bibliography contains 188 annotations drawn from a range of articles, chapters, and texts addressing cross-cultural, cross-national education from various philosophical and pedagogical viewpoints. The bibliography is divided into 9 sections: (1) "Adult Literacy in the Third World"; (2) "Social, Cultural and Economic Issues"; (3) "Beginning Reading around the World"; (4) "Reading in Africa"; (5) "Reading in China"; (6) "Reading in Great Britain"; (7) "Reading in Japan"; (8) "Reading in Scandinavia"; and (9) Reading in the Soviet Union." At the end of each section there is a cross reference to other abstracts that relate to the respective section. In a few cases, sources are abstracted twice to reflect the subject or country serving as the section head. An appendix of a course reference list is attached. (MS)

ED 307 617 CS 211 748

Smith, Philip E., II
A Pedagogy of Critical and Cultural Empowerment: What We Talk about in Graduate Teaching Seminars.
PUB DATE- Mar 89
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College English; College Instruction; Cultural Context; Graduate Students; Higher Education; *Preservice Teacher Education; *Teaching Assistants; Writing Instruction
IDENTIFIERS- *Empowerment; University of Pittsburgh PA

For the past five years it has been an ongoing programmatic concern at the University of Pittsburgh to provide a location in the graduate curriculum for discussion of professional and pedagogical issues that relate directly to the teaching, writing, and research projects of the teaching assistants and teaching fellows. The program was constituted according to the following commitments: (1) to ground teaching and research on a continuing process of self-scrutiny; (2) to understand literary texts as historical productions; and (3) to bring together areas of scholarly inquiry which have been kept apart, primarily composition research and pedagogy dealing with the social constitution of writing. The 20-25 first-year teaching assistants and teaching fellows are assigned to teach General Writing, and along with their teaching assignments, they pursue a year-long training program including a summer workshop, weekly staff meetings, several observations of their teaching with follow-up conferences, and a two-semester sequence of required seminars. The students in the seminars read, discuss, and revise their attempts to define a dialectic and empower an individual stance towards teaching, reading, and writing. (RS)

ED 307 663 EA 020 884

Armstrong, Mack D.; Rada, Roger D.
Examination of Relationships among School Superintendents: A Network Analysis.
PUB DATE- Mar 89
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; Elementary Secondary Education; *Interpersonal Relationship; Job Performance; *Peer Relationship; *Social Networks; *Superintendents
IDENTIFIERS- *Washington

Although numerous studies target classroom teacher performance or principals' ability to improve instruction, little attention is given superintendents' leadership and managerial skills. Especially neglected are relationships among superintendents--despite their serving a critical function. This study examines the interpersonal network existing among district superintendents in Washington State. Using a sociometric test survey, the study examines mutually identified groups (cliques), individuals connecting between groups (bridges), isolated individuals (isolates), and the entire superintendent network throughout the state. Also examined are individual superintendent traits (age, ethnicity, gender, salary, years of experience, and district size) and district conditions influencing the network's establishment and continuation. The study draws on three factors possibly influencing the degree of superintendent connectedness: affiliation, accessibility, and status. Analysis of affiliation attributes (nonwhite ethnicity, gender, age, and degree and credentialing institution) indicates that affiliation is the weakest of the three categories. However, accessibility (measured by educational service district membership) and status (measured by salary, years of experience, and student enrollment size) are important factors influencing the establishment of connections within the network. One-third of the superintendents studied were isolated from networks, and female superintendents failed to choose friends among themselves. Implications for induction, mentoring, and support of superintendents are discussed. (23 references) (MLH)

ED 307 677   EA 020 940

Norman, Jean M.
Secondary School Organizational Climate and Professional Growth and Development Attitudes: Implications for School Improvement.
PUB DATE- Feb 89
NOTE- 21p.; Paper presented at the Annual Meeting of South Carolina Educators for the Practical Use of Research (Columbia, SC, February 17, 1989).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bureaucracy; High Schools; *Organizational Climate; *Participative Decision Making; *Professional Development; *School Organization; *Teacher Attitudes; *Teacher Participation
IDENTIFIERS- *Caring

Besides setting the tone for accomplishing student learning goals and effecting improvement, school climate serves as a determinant of teacher attitudes toward personal and professional growth and development. Bureaucratization of schools decreases teacher effectiveness through rules, controls, and reduced autonomy and authority. The formal organization gives its members clues about renewal potential, performance expectations, and other procedures hindering or stimulating professional growth. This study examined whether a relationship existed between high school teachers' perceptions of their school organizational climate and their attitudes regarding professional growth and development. The study used the School Climate Profile and the Professional Development Attitude Scale. Researchers randomly selected 20 percent of the subject teachers at 15 high schools to receive the instruments. The response rate was 62 percent. Correlation between the two variables of school climate and professional growth and development was high. Study results include teachers' priorities of (1) conditions producing a positive climate; and (2) influences considered most important to their professional growth and development attitudes. Teachers indicated that the most important influence on their positive school climate perceptions were procedures facilitating the school's ability to solve its problems and make improvements based on known goals. Structures inviting teacher participation in decision-making and creating effective communication was next in importance. These conditions are consistent with school structuring recommendations. Other supporting conditions for teachers are discussed. Included are 2 tables and 22 references. (MLH)

ED 307 727   EC 210 279

Rocha, Ramon M., Ed.
Excellence in Education: Focus on the Special Child. Journal within a Journal.
Association of New York State Educators of the Emotionally Disturbed.

PUB DATE— 88
NOTE— 21p.; This document is a special section of the Winter 1988 issue of the journal "Perceptions."
AVAILABLE FROM— Perceptions, 14 Maple St., Scottsville, NY 14546 (individuals, $5.00 single copy, subscription $18.00; institutions, $6.50 single copy, subscription $24.00).
LANGUAGE— English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE— Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS— Behavior Disorders; *Cultural Differences; Educational Legislation; Elementary Secondary Education; *Emotional Disturbances; *Interpersonal Competence; Learning Strategies; Limited English Speaking; Mainstreaming; *Parent Participation; Social Development; *State Programs; Teaching Methods; *Time Management
IDENTIFIERS— New York

This special journal section contains five major articles concerned with the education of children with disabilities, especially with emotional or behavioral disorders. The lead article by Ramon M. Rocha and Susan McCue, discusses the education of emotionally disturbed (ED) students in New York State as directed by the Commissioner of Education's Regulations: Part 200. The emphasis in this article is on the impact of Section 200.2(b) of the regulations relating to students with handicapping conditions on regular and special educators, as well as on the importance of a team approach to the implementation of the regulations. Resources available to teachers for facilitating this process include the Committee on Special Education, parents, building administrators, and students themselves. The next four articles are related to what to teach emotionally disturbed students and have the following titles and authors: "Social Skills for Behaviorally Disordered Children as Preparation for Mainstreaming: Theory, Practice, and New Directions" (J. Daniel Hollinger); "Include Time Management and Learning Strategies in the ED Curriculum" (Linda Beatty and Joe Crank); "Emotionally Handicapped Students from Culturally and Linguistically Diverse Backgrounds: A Multidimensional Profile" (Debra Colley); and "Parent Involvement in Special Education" (Donald Mercuri). (JDD)

ED 307 756 EC 220 261

Taylor, Steven J.; Lakin, K. Charlie
Permanency Planning for All Children and Youth: Policy and Philosophy
To Govern Out-of-Home Placement Decisions.
Syracuse Univ., NY. Center on Human Policy.
Pub Date— 88
Note— [illegible]
Language— English
EDRS Price - MF01/PC01 Plus Postage.
Pub Type— Opinion Papers/Personal Viewpoints/Position Papers/Essays (120)
Descriptors— Children; Family Environment; Individualized Programs;
*Long Range Planning; *Placement; *Policy Formation; Program
Development; Residential Programs; *Severe Disabilities
Identifiers— *Permanency Planning

The paper advocates the extension of the basic protections of "permanency planning" to all children and youth, including those with severe handicaps. It discusses the concept and process of permanency planning and notes its promise in improving the opportunities of all children and youth to grow up in a stable family environment. It demonstrates the need for major initiatives in this area by providing statistics on the number of children and youth with mental retardation in long-term care settings without such protections. It describes current programs operating according to the principles and procedures of permanency planning. It recommends significant changes in existing federal policy to require permanency planning as part of all considerations of federally supported out-of-home care for all children, including those with severe disabilities. (Author)

ED 307 771 EC 220 280

Howard, Elizabeth; And Others
Preventing Fetal Alcohol Syndrome and Other Alcohol-Related Birth Defects: Teacher's Manual and Student Text. High School Edition.
Association for Retarded Citizens, Arlington, TX.
PUB DATE- 88
NOTE- 90p.; For related document, see EC 220 281. The document is made available through contributions from Civitan International Foundation, Crown Development Trust Fund, Incorporated, Zeta Tau Alpha Fraternity, Elizabeth Boggs, and the American Contract Bridge League. Photographs will not reproduce well.

AVAILABLE FROM- Association for Retarded Citizens of the United States, 2501 Avenue J, P.O. Box 6109, Arlington, TX 76005 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learner) (051)
DESCRIPTORS- *Alcohol Abuse; Alcohol Education; *Congenital Impairments; *Drinking; High Risk Persons; High Schools; Lesson Plans; Life Style; Pregnancy; *Prevention; *Special Health Problems; Teaching Methods
IDENTIFIERS- *Alcohol Related Birth Defects; *Fetal Alcohol Syndrome

This teacher's manual presents lesson plans for a high-school instructional unit on Fetal Alcohol Syndrome and its less severe manifestations, Alcohol-Related Birth Defects. The lessons cover alcohol's effects during pregnancy, the history of concern about alcohol's effects, consequences of alcohol use in pregnancy, lifestyle risk reduction, and prevention activities. For each of the lessons, objectives are listed and procedures for preparing, presenting, and extending the lessons are offered. Duplication masters are offered for the related student text, worksheets, evaluations, and transparencies on maternal/fetal blood alcohol concentration and on microcephaly. Teaching tips are offered for incorporating class discussions, role play, and composition into the unit. The 11-page student text covers the subject matter, focuses on lifestyle risk reduction, and includes summary sheets. (JDD)

ED 307 785 EC 220 294

Malcolm, Shirley

Brilliant Women for Science, Mathematics and Engineering: Getting More Than We Deserve and Discussant Reaction.

PUB DATE: Mar 88

NOTE: 27p.; In: Dreyden, Julia I., Ed.; And Others. Developing Talent in Mathematics, Science and Technology: A Conference on Academic Talent (Durham, North Carolina, March 28-30, 1988); see EC 220 285.

LANGUAGE: English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE: Speeches, Conference Papers. "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinion/Personal Viewpoint/Position Papers/Essays (120)

DESCRIPTORS: *Academically Gifted; Elementary Secondary Education; Engineering Education; *Females; Higher Education; *Mathematics Education; *Science Education; Sex Bias; *Sex Differences

The early intellectual development in mathematics and science for boys and girls, as determined by test scores, is discussed in this conference presentation. Factors that might account for differences between female and male students' performance, such as course experiences, are explored. The problem of female students often being shortchanged in their science and mathematics experiences and not being expected to do well is cited. Programs are described which convey the value and utility of mathematics and which encourage young women to take high school mathematics courses as pre-requisites for later college courses. Also examined are: sex differences in self-reporting of high school studies and intended areas of college study, special problems of minority women, and reasons in attrition of women in science/mathematics fields during their college years. A plan is presented for improving the quality of education provided to all students, from kindergarten to graduate level. Reactions of Carolyn Callahan and Nicholas Colangelo are appended. (JDD)

ED 307 497   CE 052 626

Mukai, Masaaki; Kobayashi, Ryozo
TV Trouble-Shooting Manual. Volume 2.
International Labour Office, Islamabad (Pakistan). Asian and Pacific Skill Development Programme.
REPORT NO.- ISBN-92-2-106776-9
PUB DATE- 88
NOTE- 36p.; For related manuals, see CE 052 625-633.
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland ($4.25; complete set: ISBN-92-2-106780-7).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Vocational Education; Educational Planning; *Electric Circuits; *Equipment Maintenance; Postsecondary Education; *Repair; *Television Radio Repairers; Training Methods; *Video Equipment
IDENTIFIERS- *Troubleshooting

Although the student materials in associated documents are intended to be self-instructional, this manual contains material aimed at instructors who may be teaching that course for television repair technicians. The manual consists of a list of training topics that constitute the seven-part course, the profile and qualifications recommended for instructors, a list of entry requirements for students, suggested training equipment and workshop layout, a suggested evaluation method and 13 sample quizzes (consisting of circuit diagrams and multiple-choice questions about them) to evaluate student performance, and a training syllabus to which the instructor can add the number of training hours to be devoted to each topic and then duplicate to distribute to students. (CML)

ED 307 526 CG 021 687

Lachance, Laurie L.
Alcohol, Drugs and Adolescents. First Edition.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 89
NOTE- 116p.
CONTRACT- RI-88062011
AVAILABLE FROM- ERIC/CAPS, University of Michigan, School of Education, Room 2108, Ann Arbor, MI 48109 ($12.95).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; *Drug Abuse; Elementary Secondary Education; Evaluation Methods; Higher Education; Identification; *Intervention; *Prevention; *Substance Abuse

The foreword states that this publication aims to assist the reader to better understand the dimensions of the drug and alcohol abuse problems of adolescents and the responses of choice by professionals and by those caring for adolescents. These topics are discussed: (1) the stepping stone theory; (2) correlates of substance abuse; (3) identification, assessment, and treatment of adolescent substance abuse; (4) intervention strategies for adolescents with substance abuse problems; (5) treatment programs for alcohol and substance abuse problems; (6) role of school in adolescent substance abuse; (7) the Impact program; (8) drugs and sports; (9) colleges and universities; (10) adolescent substance abuse prevention; and (11) the disease concept of alcoholism. Appendices address the topics of crack cocaine and specific drugs and their effects, and provide a university alcohol and drug questionnaire, a student referral form, and a discussion of how to develop a drug policy. Telephone numbers and/or addresses are given for resources in the areas of Impact Training; drug abuse information; parent programs and activities; student groups; assessing drug abuse problems; training programs; training materials and workshops; school policies; and additional organizations. References to selected Educational Resource Information Center (ERIC) documents are included with their annotations. (ABL)

Fowler, William J., Jr.
School Size, School Characteristics, and School Outcomes.
PUB DATE- Mar 89
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Institutional Characteristics; *Outcomes of Education; Resource Allocation; School Districts; *School District Size; *School Size; School Statistics; Secondary Education; Social Indicators; *Socioeconomic Influences; Teacher Characteristics; Teacher Student Ratio
IDENTIFIERS- *New Jersey

A study investigated the possible dependence of educational outcomes on staff attributes and organizational size once socioeconomic indexes are taken into account. All data were obtained from the New Jersey Department of Education. The variables of interest and their operational definitions include school characteristics, teacher characteristics, district scholastic aptitude tests, district characteristics, and many school outcomes. Seven variables were significant: percentage of low income students in a school; size of school; number of schools; percentage of teachers with a bachelor's degree; pupil-teacher ratio; average teacher salary; and the district's socioeconomic status. An inverse relationship between school size and student outcomes is demonstrated. The size of schools may also affect the internal allocation of funds from the school district. Appended are 32 references, a 5-page list of variable definitions, a table of univariate statistics, and a table of results of backward stepwise regression. (SI)

ED 307 711 EA 021 039

Macpherson, R. J. S.
New Reform Directions for Educational Governance in New Zealand.
PUB DATE- Mar 89
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers. "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Educational Administration; *Educational Change; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Government School Relationship; *Politics of Education; School Policy
IDENTIFIERS- *New Zealand; *Picot Taskforce (New Zealand)

The background of New Zealand's Taskforce to Review Education Administration (the Picot Taskforce) which reported its findings and proposals in May 1988 is outlined. Described are the intended radical devolutions of power, resources, and responsibilities to institutions. The paper foreshadows the replacement of the Department of Education by a new compact Ministry and suggests how counterpressures could emerge to create unexpected outcomes in school governance. Appended are 36 references and seven tables with related information and comments. (SI)

ED 307 742 EC 212 047

Racino, Julie Ann
Individualized Family Supports and Community Living for Adults: A Case Study of a For-Profit Agency in Minnesota.
Syracuse Univ., NY. Center on Human Policy.
SPONS AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 88
NOTE- 19p.
GRANT- G0085C03503
AVAILABLE FROM- Syracuse University, Center on Human Policy, Research and Training Center on Community Integration, 724 Comstock Ave., Syracuse, NY 13244-4230 ($2.60).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business; Business Administration; Case Studies; Community Programs; *Delivery Systems; *Family Programs; Group Homes; *Home Programs; *Independent Living; *Severe Disabilities; *Social Support Groups
IDENTIFIERS- Minnesota

This report is based on a site visit to a private, for-profit agency that provides community support services to people with severe disabilities in six counties in Minnesota. The organization supports 25 families in its in-home program and 91 people in supportive and semi-independent living services. Services offered include minor physical adaptations to the home, respite care, training and/or assistance in daily living skills, communication, socialization, recreation, consultation on day placement, physical and occupational therapy, psychological and psychiatric evaluation and consultation, nursing and medical services, and behavior management services. The report examines the organization's structure and personnel, outlines the service delivery process, offers descriptions of some of the organization's clients and homes, and notes some problems being faced by the organization. (JDD)

ED 307 438 CE 052 512

An Evaluation of Quality Circles in Colleges of FE. Planning Staff Development No. 7.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-111-X
PUB DATE- Mar 89
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Colleges; Continuing Education; Outcomes of Education; Postsecondary Education; Problem Solving; *Program Effectiveness; *Program Implementation; Program Improvement; *Quality Circles; *Staff Development
IDENTIFIERS- *Great Britain

Quality circles can be defined as small groups of employees who meet regularly to solve problems and to find ways of improving aspects of their work. Quality circles are based on western ideas, but developed in Japan. Well-established guidelines for quality circles include support from management, clear reasons for the program, support of unions, an enthusiastic facilitator, voluntary participation, adequate training for members, administrative considerations, evaluation, pilot studies, and recognition of achievements. Quality circles have been used at two colleges in Great Britain: Accrington and Rossendale College and Barnfield College. The differing experiences at the two colleges illustrate how quality circles might be used as an approach to staff development as well as a way of solving problems. There are common themes: the need for a facilitator for each circle; the need for the support of management, especially middle management; and a need for participants to feel that their recommendations would be considered by management and appropriate action taken. In both cases, quality circles are perceived to have contributed to the development of problem-solving and other skills that are applicable in other settings, especially for team-based and group activities, such as occur in staff-development workshops. (KC)

ED 307 454 CE 052 573

Age Discrimination. Use of Waivers by Large Companies Offering Exit Incentives to Employees. Report to Congressional Requesters.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-89-87
PUB DATE- Apr 89
NOTE- 16p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies: $2.00 each; 100 or more: 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Discrimination; Court Litigation; *Early Retirement; Employer Attitudes; Equal Opportunities (Jobs); *Incentives; *Older Adults; *Retirement Benefits
IDENTIFIERS- *Age Discrimination in Employment Act 1967; *Waivers

A study reviewed Fortune 100 companies' use of waivers that release employers from certain legal claims under the Age Discrimination in Employment Act of 1967 in special short-term exit incentive programs offered to employees. These programs were designed to encourage employees' early departure through some form of financial incentive. Telephone interviews were conducted with company officials at a random sample of 71 of the 1987 Fortune 100 industrial companies. Findings indicated that about 80 percent of Fortune 100 companies sponsored an exit incentive program at least once during 1979 through 1988, according to company officials. About 30 percent of these companies required their employees to sign a waiver as a condition for receiving enhanced benefits. Overall, waiver usage increased during the years 1985-1988 and was highest in 1987 and 1988, when 35 percent of companies with exit incentives used them. Officials from companies that required waivers said such a practice protected the company from lawsuits. Companies not using waivers contended that they were unnecessary because of the voluntary nature of exit incentive programs and the adverse effect that waivers would have on employee relations. (Appendixes include interview and data verification procedures and companies' reasons for waiver choices.) (YLB)

ED 307 602 CS 009 692

Rakes, Thomas A.; Choate, Joyce S.
Language Arts: Detecting and Correcting Special Needs.
REPORT NO.- ISBN-0-205-11636-1
PUB DATE- 89
NOTE- 172p.; Detecting and Correcting Series. For a related document, see CS 009 691.
AVAILABLE FROM- Allyn and Bacon Order Dept., 200 Old Tappan Rd., Old Tappan, NJ 07675 ($9.75).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Educational Diagnosis; Elementary Secondary Education; Handwriting; *Language Arts; *Learning Disabilities; *Learning Problems; Listening Skills; Reading Instruction; Spelling; Study Skills; Teaching Methods; Writing Instruction

Part of a series focusing on the classroom needs of special students, this book supplements more comprehensive and theoretical treatments of teaching language arts with practical classroom teaching strategies. The book is divided into the following five parts: (1) "Special Language Arts Needs of Special Learners," with chapters outlining categories of students, with a variety of special needs, and offering general guidelines for designing corrective programs for each group; (2) "Special Listening Needs," with chapters on attentive listening, auditory memory, and auditory appreciation; (3) "Special Speaking Needs," with chapters on oral expression and speech; (4) "Special Reading Needs," with chapters on word recognition, reading comprehension, and study skills; and (5) "Special Writing Needs," with chapters on written expression, written grammar, spelling, and handwriting. Each part begins with an overview and concludes with suggestions for reflecting on its content. Each chapter contains a diagnostic section and a prescriptive teaching section. (MM)

ED 307 633 CS 211 889

Petty, Walter T.; And Others
Experiences in Language: Tools and Techniques for Language Arts Methods. Fifth Edition.
REPORT NO.- ISBN-0-205-11932-8
PUB DATE- 89
NOTE- 505p.
AVAILABLE FROM- Allyn and Bacon Order Dept., 200 Old Tappan Rd., Old Tappan, NJ 07675 ($25.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childhood Needs; *Childrens Literature; Elementary Education; *Language Arts; *Learning Activities; Library Skills; *Listening; *Oral Language; Spelling; Teaching Methods; Writing Instruction; *Writing Processes

This book emphasizes a comprehensive treatment of all areas of the language arts and advocates interrelating the teaching of the language arts and integrating this teaching with the teaching of other areas of the curriculum. The book contains the following chapters: (1) "Language and the Language Arts"; (2) "Teaching the Language Arts"; (3) "Language Learning and Young Children"; (4) "Beginning Language Arts Programs"; (5) "Using Oral Language"; (6) "Listening and Learning"; (7) "Grammar and Language Usage"; (8) "Writing by Hand and Machine"; (9) "The Writing Process in the Classroom"; (10) "Children's Writing Experiences"; (11) "Learning to Spell"; (12) "Children Learn to Read"; (13) "Reading and Studying"; (14) "Children and the Library"; (15) "Literature for Children"; and (16) "Children with Special Needs." (MS)

ED 307 649 CS 506 659

Metallinos, Nikos
Media Research Methods in Information Society.
PUB DATE- Apr 88
NOTE- 29p.; Paper presented at the Annual Meeting of the Broadcast Education Association (Las Vegas, NV, April 7-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Information Technology; Mass Media; *Media Research; *Research Methodology; Research Needs; *Technological Advancement
IDENTIFIERS- Biometrics; *Information Society; *Research Trends

One consequence of the information explosion is found in the area of media research methodology. The accessibility of the computer has not only broadened the scope of electronic media research but has also helped media scholars to develop new, more accurate, and more reliable media research methodologies. Whereas in the past, electronic media researchers depended greatly on borrowed media research methodologies developed mostly by psychologists and social scientists, today the field of communication studies has developed its own media research methodologies. In an attempt to provide an overall view of the present state of affairs in media research methods, this paper outlines, discusses, and exemplifies innovative electronic research methodologies. The first section briefly examines the three conventional approaches to electronic media research--the historical, descriptive, and experimental. In addition, it surveys the existing methods of electronic media research along with the established techniques or tools of data gathering. The second section deals with those new media research methodologies, instruments, and techniques adopted by media researchers since the information explosion caused by computer technology. The last section of the paper provides an overall view of the media research methodologies used by those in the field of communication studies and projects some future trends in electronic media research methodologies. (Forty-six references are attached.) (Author)

ED 307 381 CE 050 257

Access and Equity in Vocational Education. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- OERI-RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Access to Education; *Disabilities; *Disadvantaged; Displaced Homemakers; Educational Legislation; Educational Trends; *Equal Education; Federal Legislation; *Limited English Speaking; One Parent Family; Postsecondary Education; Prisoners; Secondary Education; *Vocational Education

This document begins with an overview of trends and issues in the area of access and equity in vocational education. The overview briefly addresses: emphasis in federal vocational education legislation on support of increased vocational education opportunities for special target populations, lack of success to date in certain areas of access and equity, and the bases of future policy to support access and equity goals. A list follows of resources that provide information about access and equity. Print resources available from ERIC are listed by author, with title, place of publication and publisher of source, date, and ED or EJ number. Similar information is presented for non-ERIC print resources. In addition, a listing is provided of organizations that can be contacted for further information. Addresses and telephone numbers are included. (YLB)

ED 307 410 CE 052 470

The Effects of Technological Change on the Labor Force. Hearing before the Technology Policy Task Force of the Committee on Science, Space, and Technology. House of Representatives, One Hundredth Congress, First Session.

Congress of the U.S., Washington, DC. House Committee on Science, Space and Technology.

PUB DATE- 1 Jul 87
NOTE- 160p.; No. 32. For a related document, see CE 052 471.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Dislocated Workers; *Employment Problems; Hearings; *Labor Force; Public Policy; *Technological Advancement; Technology Transfer; Unemployment
IDENTIFIERS- Congress 100th

This document reports on a congressional hearing on the impact of technological advancements on employment. Testimony includes statements and prepared statements from individuals representing conservation of human resources, Columbia University; United Steelworkers of America; The Brookings Institution; Xerox Corporation; and Panel on Technology and Development, National Academy of Sciences. An appendix contains questions and answers submitted for the record. (YLB)

ED 307 470 CE 052 597

Vaughan, Gary L.
Pautas para Programas de Asesoramiento Gestional para Microempresas (Guidelines for Management Consulting Programs for Small-Scale Enterprise). Appropriate Technologies for Development. Peace Corps Information Collection & Exchange Manual Series No. M-27.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Sep 86
NOTE- 230p.; Translated by Elizabeth J. Carico. For an English version, see ED 241 774. For a French version, see CE 052 599.
LANGUAGE- Spanish
EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Translations (170)
DESCRIPTORS- Annotated Bibliographies; *Business Administration; Case Studies; Check Lists; *Developing Nations; Entrepreneurship; Foreign Countries; French; Guidelines; Instructional Materials; Postsecondary Education; Program Descriptions; Program Guides; Questionnaires; Records (Forms); Rural Areas; *Rural Development; Rural Education; *Small Businesses; Technical Assistance; Volunteers; Volunteer Training
IDENTIFIERS- Peace Corps

Written in Spanish, this manual is designed to assist management consultants in working with small-scale entrepreneurs in developing countries. Addressed in an overview of the small-scale enterprise (SSE) are the role of the SSE in Third World development, problems of SSEs, and target firms. The second chapter deals with various forms of management assistance to SSEs, including general considerations in management consulting and program approaches to SSE management assistance. Examined in a discussion of management assistance to target firms are the implementation experience of the Tulua Management Consulting Program in Colombia, guidelines for seminars for SSE managers and employees, suggestions for providing consulting assistance to target firms, and work related to management consulting. Appendixes to the manual include sample seminar and teaching aids, aids for conducting a management consultancy, and resources for management consulting to SSEs. (CML)

ED 307 513   CG 021 673

Roybal, Edward R.
The Quality of Life for Older Women: Older Women Living Alone. A Report by the Chairman of the Select Committee on Aging. House of Representatives, One Hundredth Congress, Second Session (December 1988).
Congress of the U.S., Washington, D.C. House Select Committee on Aging.
REPORT NO.- House-Comm-Pub-100-693
PUB DATE- 89
NOTE- 17p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing

Office, Congressional Sales Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- *Females; *Health; Housing Needs; *Income; *Independent Living; *Older Adults; Place of Residence; Poverty; *Quality of Life; Safety

This document presents a summary report of the hearing conducted by the Select Committee on Aging of the United States House of Representatives to study the quality of living of older American women who live alone. Section I reviews information collected by the committee, focusing on the unique circumstances and needs of older women. It provides background information on older women and older women living alone and examines income, health, safety, and housing factors which may affect the quality of life for older women. Section II analyzes testimony from the Congressional hearing conducted on September 27, 1988 to study the problems facing older women and to propose changes. It includes a list of witnesses testifying at the hearing and presents witness analyses of issues and policy recommendations in the areas of income, health, and housing. The report concludes that: (1) not enough is known about the biological or social conditions women face as they age; (2) women face greater rates of poverty, more long-term chronic illnesses and disability, and a greater likelihood of living alone, without day-to-day physical, economic, and social support; and (3) both public and private institutions charged with obtaining information about aging and with assuring that older adults live with dignity and independence are failing to fulfill their mission on behalf of older women. The need for aggressive oversight; fair and comprehensive legislation; and innovative, equitable programs is recognized. (NB)

ED 307 541 CG 021 711

Salzman, Kenneth P.; Salzman, Stephanie A.

Characteristics of Adolescents at Risk for Psychological Dysfunction and School Failure.

PUB DATE- Mar 89

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Failure; *Adolescents; *High Risk Students; Individual Characteristics; Personality Traits; Psychiatric Hospitals; Secondary Education; Stress Variables

This study examined factors that may place adolescents at risk for psychological dysfunction and school failure. Subjects were 70 adolescents who were admitted to a psychiatric hospital from September 1986 to March 1988. Demographic, academic performance, familial, and psychological data were retroactively gathered from patient files, tabulated and descriptively analyzed. The results identified a number of familial, academic, social, and psychological stressors which combined to place the adolescent at risk for psychological dysfunction and school failure. The effect of multiple stressors was evidenced by the high degree of suicidality of subjects; more than one-third had attempted suicide at least once and required hospitalization for either suicidal ideation or a suicide attempt. Many of the same adolescents experienced accompanying family dissolution, school failure, and had histories of drug use and physical and/or sexual abuse. Despite the variety of stressors identified, one dimension emerged as an identifiable risk factor; 48 subjects were diagnosed as having some degree of depression, a disorder with specific signs and symptoms which are readily detectable. The findings suggest that responsiveness to high risk adolescents can be facilitated through inservice training for school personnel, peer counseling programs, school-based group counseling, school-community agency collaboration, and community youth services teams. (NB)

Humphrey, James Stewart

Alternatives for Families: Emergency Shelters and Transitional Programs That Identify, and Treat those Problems that Lead to Family Dissolution and Homelessness.

PUB DATE- 89
NOTE- 59p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Counseling Services; *Family Problems; Family Relationship; Family Structure; *Homeless People; *Prevention

Multi-problem families are at risk of dissolution and homelessness. Cultural, social, economic, educational and family structural problems and differences often bring unbearable pressure upon families. Traditionally, a single problem or a family member was identified as the causal factor. Quite often a family member was removed from the home. Sometimes the family was uprooted. This project attempted to identify and treat those problems that led to the homelessness or the threat of homelessness for six families. Strengthening the existing family as a unit prevented unwanted separation of family members. Sheltering the entire family preserved family structure and integrity. Identifying and treating those factors that led to homelessness helped to reduce the likelihood that dissolution of the family and other incidents of homelessness would occur in the future. Getting basic needs met as early as possible is of utmost importance. Little lasting change can take place when clients are deprived of basic needs, depressed, or on drugs. Programs of this nature need an interactive, subsidized day care facility near each family. A comprehensive manual will be developed and distributed to interested parties. (Author/ABL)

ED 307 571 CS 009 565

Shermis, Michael

Reader Response. Focused Access to Selected Topics (FAST) Bibliography No. 22.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 6p.
CONTRACT- RI-88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary Secondary Education; English Instruction; Higher Education; *Literature Appreciation; *Poetry; *Reader Response; *Reading Instruction; Teaching Methods; Writing (Composition); Writing Instruction
IDENTIFIERS- *Literary Theory

This annotated bibliography contains 30 references and provides resources to understand the theoretical foundations of reader response--a literary theory that is currently gaining increasing attention in literature instruction. The bibliography ranges from 1982 to 1989 and is divided into four sections. The first section, "Teaching of Literature and Poetry," presents citations that offer strategies on how to implement reader response in the literature classroom. The second section, "Teaching of Composition," cites sources that suggest ways to incorporate reader response into the composition classroom. A section on "Other Teaching Techniques" presents ideas for discussion based on reader response, and how reader response theory applies to journalism, film study, and reading instruction. The last section, "Theory and Research," examines several studies on reader response. (MS)

ED 307 587 CS 009 665

Bruton, Ronald W.; Owen, Thomas R.

A Comparison of the Effects of the Lippincott-Distar Reading Program with the Success in Reading Program in First and Second Grades.

Alabama State Dept. of Education, Montgomery. Office of Homeless Children and Youth.

PUB DATE- Dec 88

NOTE- 12p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Basal Reading; Beginning Reading; Comparative Analysis; Grade 1; Grade 2; *Language Experience Approach; Language Skills; *Phonics; Primary Education; *Program Effectiveness; Reading Comprehension; *Reading Instruction; *Reading Programs; Reading Research; *Reading Skills; Spelling; Writing Skills

IDENTIFIERS- Distar; *Success in Reading and Writing Program

A study compared the effectiveness of intensive phonics instruction (a combination of the Distar and Lippincott methods) with a language experience approach (Success in Reading program) in the first and second grades. Subjects, 48 first and second grade students in the Hillsboro School District in Oregon, were divided into two groups (matched pairs) and mixed across grade levels and teachers. The effects of the two treatments were assessed on the following varibles: (1) phonics application; (2) oral reading fluency; (3) spelling; (4) reading comprehension; (5) composition; and (6) attitude and self-concept. Results indicated that students in the intensive phonics group scored significantly higher in phonics application and reading comprehension and achieved higher (but not statistically significant) than the language experience group on all variables except attitude and self concept. Findings suggest that modifying both programs would improve their effectiveness. Also, empirical data is needed to for an objective evaluation of reading programs. (Four figures of data are included.) (RS)

ED 307 618 CS 211 789

Reiff, John; Kirscht, Judith
Inquiry as a Human Process: Interviews with Researchers across the Disciplines.
PUB DATE- Mar 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; Higher Education; Inquiry; *Interviews; *Learning Processes; *Research Methodology; Research Projects; *Writing Processes
IDENTIFIERS- *Researcher Subject Relationship; Research Styles

To explore the relationship between inquiry and composing, a study interviewed 14 faculty members from several disciplines at the University of California at Santa Barbara, inquiring about the natural history of their research projects; where their ideas originated; what they did with those ideas; where their research took them; and what was the final outcome of the project. Interviews were tape recorded and transcribed. Analysis revealed that personal interests, as well as theoretical issues, shaped the informants' choice of research projects. In fact, it became clear that the ways in which questions emerged in the interaction of personal and disciplinary concerns and the unexpected ways that understanding developed as the projects proceeded were congruent with the emergence and development of ideas in the composing process, particularly in academic writing. (One table of data is included.) (MM)

ED 307 678 EA 020 945

Osterman, Karen F.
Supervision and Shared Authority: A Study of Principal and Teacher Control in Six Urban Middle Schools.
PUB DATE- Mar 89
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31,

1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Decision Making; *Educational Administration; *Educational Environment; Intermediate Grades; Leadership Responsibility; Middle Schools; Organizational Development; *Participative Decision Making; Public Schools; School Administration; School Based Management; *Supervision; *Teacher Administrator Relationship; Teacher Supervision; Urban Schools

Addressed is the administrative dilemma of principals' and teachers' sharing decision-making and its effect on strong instructional leadership. The findings were developed as part of an exploratory field study conducted in six public middle schools in a large urban school system. The sample consisted of five black male and one white female principals and 106 teachers (69 percent black and 70 percent female). At the completion of the field study, a questionnaire including the measures for the four research variables was distributed to all classroom teachers generating a 97 percent response. In addition, doctoral candidates observed interactions of principals and teachers in each school. Findings indicate that supervision and distribution of authority are processes that can enhance teacher control. Their correlates, amenability to control and mutual adjustment, are organizatonal characteristics that contribute to a more positive and probably more productive environment. It was evident that administrators resist shared decision-making because of its apparent inconsistency with strong instructional leadership. (30 references) (SI)

ED 307 694 EA 021 017

Manley-Casimir, Michael
Conscience, Community Mores and Administrative Responsibility: A Prologue.
PUB DATE- Mar 89
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Responsibility; *Administrators; Community Influence; Elementary Secondary Education; Moral Issues; *Moral Values; *School Administration; School Community Relationship
IDENTIFIERS- *Green (Thomas)

Discussed is the apparent tension that school administrators may experience between community demands for administrative compliance on the one hand and the personal imperative for defensible moral action on the other. The paper uses conceptual analysis as its method, informed by discussion of practical administrative situations. The first part of the paper conceptualizes the problem of conscience in terms of the "voices of conscience" articulated by Thomas Green. The second part looks at tensions at work in the context of school administration. The third section focuses on the nature of administrative responsibility in the context of the discussion of conscience and community mores and offers an approach to reconciling the apparent contradiction. Appended are nine references. (SI)

ED 307 712 EA 021 040

Gooch, Richard J.; Clark, Richard W.
Democratic Strategic Planning: Democratic Strategic Planning in Schools through Inclusive Small-Group Discussions Using Many-to-Many Communication Technology.
PUB DATE - Mar 89
NOTE - 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE - English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE - Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS - *Administration; Democracy; *Democratic Values; Elementary Secondary Education; *Organizational Development; *Participative Decision Making; *Teacher Administrator Relationship; *Teacher Characteristics
IDENTIFIERS - *Bellevue School District WA; Socratic Method

Richard Gooch has identified 10 general theories through research in the field of administrative theory. Three of the theories are stressed in this paper. First, the theory of learning that uplifts the importance of the Socratic method is stressed, followed by a reflection on the research of Arthur W. Combs that defined the characteristics of good and poor teachers. Third, the Zeitgeist principle is discussed. The paper describes one application of these theoretical considerations in the democratic strategic plan implemented at the Bellevue School District (Washington State). It took 2 years to implement the process in a district with a 30-year history of commitment to the notion of participative decision-making. The communication processes developed by Gooch and adapted by the Bellevue School District offers a means of engaging large numbers of people in a dialogue without the usual dissatisfaction expressed by participants of large meetings. Appended are five references, sample responses from the "many-to-many opinionnaire," and a sample summary of opinionnaire responses and comments. (SI)

ED 307 757 EC 220 262

Walker, Pam; Salon, Rebecca
Supporting People in the Community: A Case Study of the Residential Support Program, Centennial Developmental Services, Weld County, Colorado. Site Visit Report.
Syracuse Univ., NY. Center on Human Policy.
SPONS AGENCY— National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE— Jan 87
NOTE— 41p.
GRANT— [illegible]
AVAILABLE FROM— Syracuse University, Center on Human Policy, Research and Training Center on Community Integration, 724 Comstock Ave.,

Syracuse, NY 13244-4230 ($2.75).
LANGUAGE— English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE— Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS— Case Studies; Community Programs; Daily Living Skills; Deinstitutionalization (of Disabled); *Disabilities; Family Environment; Group Homes; *Mental Retardation; *Residential Programs
IDENTIFIERS— Colorado (Weld County)

The site visit report describes the Residential Support Program of the Centennial Developmental Services, a community-centered board providing residential services and support to persons (currently 67) with disabilities in Weld County, Colorado. Residential settings include a group home, supported apartments, foster homes, natural family homes, or independent living. The level of support offered ranges from live-in, full-time coverage, to part-time staffing, to follow-along support a few hours per week or month. The report focuses on case studies of six people supported by the program including descriptions of the physical settings and their daily routines. Key components of the program philosophy include providing residential supports to individuals in their own homes, promoting a sense of home, promoting as much independence as possible, the belief that all people with disabilities belong in the community, and promoting an alternative to a continuum-based model of services. Program strengths include the small-scale, dispersed settings, individualized placements and supports, individualized, flexible programming in natural contexts, and staff relationships with each other and the people they support. (DB)

ED 307 772   EC 220 281

Adams, Jenny; And Others
10 Projects for Preventing Fetal Alcohol Syndrome and Other Alcohol-Related Birth Defects and Have You Heard about Alcohol and Pregnancy.
Association for Retarded Citizens, Arlington, TX.
PUB DATE— 88
NOTE— 42p.; For related document, see EC 220 280. The document is made available through contributions from Civitan International Foundation, Crown Development Trust Fund, Incorporated, Zeta Tau Alpha Fraternity, Elizabeth Boggs, and the American Contract Bridge League.
AVAILABLE FROM— Association for Retarded Citizens of the United

States, 2501 Avenue J, P.O. Box 6109, Arlington, TX 76005 ($2.50 for "10 Projects"; $1.00 for 1-9, quantity discount available for "Have You Heard").
LANGUAGE— English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE— Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learner) (051) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS— Adults, *Alcohol Abuse, Alcohol Education, Cartoons, Community Programs, *Congenital Impairments, *Drinking, Health Education, High Schools, Pregnancy, *Prevention, Program Development, Publicity, *Special Health Problems
IDENTIFIERS— *Alcohol Related Birth Defects, *Fetal Alcohol Syndrome

A set of two pamphlets is presented on the topic of Fetal Alcohol Syndrome and Alcohol-Related Birth Defects. "Ten Projects for Preventing Fetal Alcohol Syndrome and Other Alcohol-Related Birth Defects" provides ideas and materials for students and others to use in educating the public about the dangers of alcohol use during pregnancy. It offers suggestions for developing a community prevention plan, establishing a speakers' bureau, and involving physicians. It also provides such sample materials as a fact sheet, posters, newspaper ads, press releases, public service announcements, and survey form for a public opinion poll. "Have You Heard... About Alcohol and Pregnancy" is a cartoon booklet teaching prevention of Fetal Alcohol Syndrome. It explores several common misconceptions about alcohol use during pregnancy, stresses the importance of the father's role in preventing alcohol abuse, offers suggestions for dealing with the peer pressure to drink, and includes a self-administered questionnaire to evaluate one's risk of parenting a child with Fetal Alcohol Syndrome. (JDD)

ED 307 706 EC 220 295

Griffin, Judith Berry
Better Resources: Developing More Minority Mathematicians and Scientists and Discussant Reactions.
Pub Date— Mar 88
Note— 20p.; In: Dreyden, Julia I. Ed.; And Others. Developing Talent in Mathematics, Science and Technology: A Conference on Academic Talent (Durham, North Carolina, March 28-30, 1988); see EC 220 285.
Language— English
EDRS Price - MF01/PC01 Plus Postage.
Pub Type— Speeches/Conference Papers, "Papers Presented at..." (150) — Reports - Descriptive (Program/Project Descriptions) (141)

— Opinion/Personal Viewpoints/Position Papers/Essays (120)
Descriptors— Academically Gifted, Adolescents, Mathematics Education, Medical Education, Minority Group Children, Science Education, Secondary Education, Talent Identification

The work of "A Better Chance," a Boston (Massachusetts)-based national talent search and referral agency is described in this document. The agency seeks out academically able minority students and places them in private preparatory schools or select public secondary schools. The program involves identifying and recruiting students, matching students with schools, and providing student support after placement. Examination of the results of two studies of "A Better Chance" graduates found that the program: (1) provided opportunities and experiences students needed to develop their abilities, and (2) determined the predictive validity of various standardized tests. Recent program initiatives and plans for future program development are noted. [illegible], in a reaction to the paper, describes a program sponsored by the Josiah Macy, Jr. Foundation to increase the number of minority students being academically prepared for medical school. [illegible] then offers comments on the use of standardized tests and the importance of social context in student selection. (JDD)

ED 307 396   CE 052 329

The Lincoln Intermediate Unit's Write-Now Manual for GED Instructors.
Lincoln Intermediate Unit No. 12, New Oxford, PA.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.
PUB DATE- 30 Jun 87
NOTE- 323p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Literacy; Classroom Techniques; Educational Resources; *High School Equivalency Programs; *Holistic Evaluation; Learning Activities; Literacy Education; *Student Writing Models; Teaching Methods; Writing (Composition); *Writing Exercises; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- 310 Project; *General Educational Development Tests

An instructors' manual describing the "Write-Now" approach to teaching writing to adult students preparing for the General Educational Development (GED) test together with a final report describing the project that developed the manual is presented. Topics covered in the 16 chapters of the manual include the following: what we believe about the teaching of writing in adult basic education/GED programs; collecting writing samples; Write-Now journals; writing across the curriculum; a Write-Now GED Class; the writing process; two process-conference cases; the new writing sample test of the GED; Floyd's chapter (excerpts from a student journal); publishing student writing; some write-for-life applications; the write-light department; caring and sharing; illustrations (mathematics); and life stages of an article. Other information in the manual includes review selections, a 57-item bibliography, and resource addresses. The final report follows the manual and describes the project's purposes, administration, and procedures, as well as its evaluation activities. Among its extensive appendices are an inservice workshop guide to train instructors in using the manual and several articles about teaching writing. An annotated list of 13 resources is also provided. (KC)

ED 307 424 CE 052 488

Ross, Lynne Nannen

Purchasing for Food Service: Self-Instruction.

REPORT NO.- ISBN-0-8138-1461-8
PUB DATE- 85
NOTE- 163p.

AVAILABLE FROM- Iowa State University Press, 2121 South State Avenue, Ames, IA 50010.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Accounting; Adult Education; *Food; *Food Service; Home Economics; *Independent Study; *Programed Instruction; *Purchasing; Specifications

This book is designed to teach accounting procedures and product specifications that are needed by the competent purchaser in order to make optimum purchasing decisions basic to a successful food service operation. It may be used by any level of food service personnel that is involved with any phase of the purchasing process. Preferably, the book should be used with the guidance and direction of a dietitian or instructor, but any interested employee working alone should benefit from the information. The self-instruction technique presents information in brief, easy steps. As new products are introduced, they are explained. Comprehension is tested by fill-in questions with answers. These topics are covered: the philosophy of purchasing; accounting procedures; beef; pork; lamb; fish and seafood; poultry; eggs; dairy products and alternatives; cheese; fresh fruits; canned, frozen, and dried fruits; fresh vegetables; canned, frozen, and dried vegetables; cereal products; spices, herbs, and flavorings; sweetening agents; beverages; and receiving and storage. (YLB)

ED 307 484 CE 052 611

Solar and Energy Conserving Food Technologies: A Training Manual. Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-17.

Farallones Inst., Occidental, CA.

SPONS. AGENCY- Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- 84
NOTE- 155p.
CONTRACT- PC-184-1024
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competence; Competency Based Education; Course Content; Course Organization; *Developing Nations; Educational Resources; *Energy Conservation; Food; *Foods Instruction; Food Standards; Foreign Countries; Lesson Plans; *Nutrition; Postsecondary Education; *Solar Energy; Teaching Methods; Volunteers; *Volunteer Training
IDENTIFIERS- *Food Drying; Food Storage; Peace Corps

Based on experience in the field, this training manual was developed to help Peace Corps trainers plan and implement inservice training programs in solar and other energy conserving food technologies for Peace Corps volunteers and community workers. Using a competency-based format, the manual contains 20 sessions (learning modules) that focus on specific technologies--the design, construction, and use of solar dryers for fruits, vegetables, meat, fish, and herbs; and fireless cookers. Each session module contains an overview and goals, objectives, resource list, handouts, materials list, preparation, procedures and activities, summary, and trainer's notes. Materials are illustrated with line drawings. The modules cover the following topics: introduction to training; looking at your community; identifying community needs and resources; nutrition and solar drying; solar food dryers--design, construction; model solar food dryer; health considerations in solar drying; the use of solar food dryers; the economics of solar drying; working with a group; how people learn; storage of dried foods; teaching and communication skills; introducing a new technology; fireless cookers; the use of dried foods; preparing for the training fair; and conclusion to training. Appendixes consist of a calendar, description of training, sample memo to in-country staff, sample letter to participants, annotated bibliography, materials list, and ideas for evaluation. (KC)

ED 307 498 CE 052 627

Mukai, Masaaki; Kobayashi, Ryozo
TV Trouble-Shooting Manual. Volumes 3-4. Part 1: Block Diagram of Colour TV Receiver and Signal Flow. Student and Instructor's Manuals.
International Labour Office, Islamabad (Pakistan). Asian and Pacific Skill Development Programme.
REPORT NO.- ISBN-92-2-106777-7; ISBN-92-2-106778-5
PUB DATE- 88
NOTE- 46p.; For related manuals, see CE 052 625-633.
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland ($3.00 each volume; complete set: ISBN-92-2-106780-7).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Vocational Education; *Electric Circuits; *Equipment Maintenance; Postsecondary Education; *Repair; *Television Radio Repairers; *Video Equipment
IDENTIFIERS- *Troubleshooting

These volumes are, respectively, the self-instructional student manual and the teacher manual that cover the first set of training topics in this course for television repair technicians. Both volumes contain the following two sections: (1) Functional Block Diagram of a Colour TV Receiver, including information on the video reproduction circuit, the chrominance or chroma signal reproduction circuit, the synchronization and deflection circuits, and the sound reproduction circuit; and (2) Colour TV Circuits and Signal Processing, including information on the video reproduction circuit, the synchronization and deflection circuits, the color reproduction circuit, and the sound reproduction circuit. Circuit diagrams and functional block diagrams are included. The only difference between the student and instructor manuals seems to be that the narrative in the student volume appears in numbered paragraphs that are one or two sentences long, and the same sentences are grouped to form longer (and, consequently, fewer) paragraphs without numbers in the instructor manual. (CML)

ED 307 664   EA 020 892

Denny, Sara W.; Hood, Kenneth W.

A Description of Educational Networking in Northern Vermont.
PUB DATE- Apr 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; *Cooperative Programs; Elementary Secondary Education; *Mastery Learning; *Networks; *Professional Development; Rural Areas; *Shared Resources and Services; Superintendents
IDENTIFIERS- *Vermont

The Vermont Outcomes-Based Network, consisting of educators from 10 school districts and the University of Vermont, is a loosely linked organization designed to improve instruction by sharing resources, especially for staff development. Network members have formally adopted an outcomes-based, mastery learning instructional philosophy holding that all students can learn, given enough time and the right conditions. A telephone survey was conducted to obtain a description of 30 members' beliefs and practices as they related to the network. Results indicated that respondents were wholeheartedly in favor of sharing materials, information, and moral suport, but were less committed to the outcomes-based/mastery learning belief system that purportedly drew the network schools together. Findings showed that network activity has enhanced professional growth among respondents, has increased levels of teacher involvement in inservice education, and has improved communication about instruction among members. Limitations (mainly the small and nonrandom sample) and unanswered questions indicate the need for further research. Included are six references. (MLH)

ED 307 728 EC 210 791

Chrystal, Charles A., Ed.; And Others

Ecological Perspectives on Emotional Disturbance. *Journal within a Journal.*
Association of New York State Educators of the Emotionally Disturbed.
PUB DATE— 88
NOTE— 17p.; This document is a special supplement to the Spring 1988 issue of the journal "Perceptions."
AVAILABLE FROM— Perceptions, 14 Maple St., Scottsville, NY 14546.
LANGUAGE— English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE— Collected Works - Serials (022)
DESCRIPTORS— Adjustment (to Environment); *Child Advocacy; Clinical Diagnosis; Clinical Psychology; Conflict Resolution; Elementary Secondary Education; *Emotional Disturbances; Family Counseling; Helping Relationship; *Interpersonal Competence; Intervention; Mainstreaming; Politics of Education; *Siblings; Social Action; Special Education; Student Evaluation
IDENTIFIERS— *Ecological Psychology

The articles included in this special journal supplement represent a view of special education which is concerned with the adjustment of the emotionally disturbed learner within varied social-interactional frameworks or settings, as noted in the guest editorial by Charles Chrystal. "Beyond Theory and Research: Helping Emotionally Troubled Children within the Political Process," by Anthony Jackson, calls for greater political involvement on the part of special educators. "An Ecological Approach to Identifying and Validating Social Skills for Students with Emotional Disturbance," by Patrick Schloss et al., offers guidelines to enhance the adjustment of students with emotional disturbance to mainstreamed educational environments. "Education of Emotionally Disturbed Children: Is It School or Treatment?" by Bruce [illegible] and Michael [illegible], describes the overlap of clinical and educational services, using case studies to illustrate the difficulties faced by administrators and staff. "Expanding the Horizon: Sibling Contributions to the Ecological Model," by Sharon Farago Cramer, writes about siblings' influence upon classroom behavior of emotionally disturbed students and advocates involving siblings in the treatment process. "Ecological Assessment Procedures for Emotionally Disturbed Students," by Fern [illegible], provides a framework for interventional decision making. "The Ecology of Helping: Conflict or Collaboration?" by Charles Chrystal, examines approaches to helping, suggests reasons for conflicts among helpers, and discusses conflict resolution techniques. (JDD)

ED 307 743 EC 212 048

Lutfiyya, Zana Marie; And Others
A Question of Community: Quality of Life and Integration in "Small Residential Units" and Other Residential Settings.
Syracuse Univ., NY. Center on Human Policy.
SPONS AGENCY— National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE— Jul 87
NOTE— 131p.
CONTRACT— G0085C03503
AVAILABLE FROM— Syracuse University, Center on Human Policy, Research and Training Center on Community Integration, 724 Comstock Ave., Syracuse, NY 13244-4230 ($7.30).
LANGUAGE— English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE— Reports - Evaluative/Feasibility (142) -- Reports - Research/Technical (143)
DESCRIPTORS— Adults; Children; *Delivery Systems; Group Homes; Independent Living; *Mental Retardation; *Quality of Life; Rating Scales; Residential Institutions; *Residential Programs; *Social Integration
IDENTIFIERS— New York

This report examines the quality of life for individuals with mental retardation who live in a range of residential service settings in New York, and explores issues related to the provision of housing and appropriate supports. Five settings were studied: (1) an intentional Christian community where three individuals with mental retardation live with four people who are not disabled; (2) a supervised apartment for three young men; (3) a group home for four women; (4) an Intermediate Care Facility for eight children; and (5) 12-person "small residential units" built on the grounds of a New York State institution. The report begins with a section describing the research methodology, followed by a detailed qualitative description of each residential setting. The subsequent two sections provide further description of one or two of the individuals who live in each setting and a analysis of each. Next is a section which presents the results of a quantitative rating of each program along 17 service dimensions. Concluding comments address the implications of these findings and their relationship to integration and the quality of life for individuals with developmental disabilities. (JDD)

ED 307 439 CE 052 513

Portwood, Derek
Outreach and Inreach. Colleges and Unemployment Groups. FEU REPLAN.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-052-0
PUB DATE- 88
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *College Programs; Community Education; Continuing Education; Enrollment Influences; Extension Education; Foreign Countries; Job Training; *Outreach Programs; Postsecondary Education; Retraining; *School Community Programs; *Student Recruitment; *Unemployment
IDENTIFIERS- *Great Britain

Outreach has recently played an increasingly significant role in education and training for adults. In particular, the emphasis of Great Britain's REPLAN program on increasing the participation of unemployed adults in education and the impact of decreasing numbers of 16- to 19-year-old students in some colleges of further education have given impetus to the development of outreach work. This report examines the setting for outreach in terms of individuals' experience of unemployment and the emergence of unemployment groups. It describes in case studies three initiatives taken by educational providers that have promoted and fostered such groups. The interaction between unemployment groups and educational institutions is analyzed and explored. Issues are raised concerning the rationale, resources, methods, skills, and outcomes of outreach in this context. The report provides colleges with guidance, information, insights, and techniques for use in developing work with unemployed adults. It also indicates to unemployment groups how they may more adequately use, influence, and contribute to educational services. A list of 42 references is included. (KC)

ED 307 455 CE 052 574

Federal Workforce. Implementation of the Executive Exchange Program Voluntary Services Act of 1986. Report to Congressional Committees.
General Accounting Office, Washington, DC. General Government Div.
REPORT NO.- GAO/GGD-89-62
PUB DATE- Mar 89
NOTE- 50p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies: $2.00 each; 100 or more: 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrators; Adult Education; Corporate Support; *Exchange Programs; *Federal Government; *Government Employees; Institutional Cooperation; Public Agencies; Salaries
IDENTIFIERS- *Executive Exchange Prog Voluntary Service Act 1986

In this report the advantages and disadvantages of the experimental approach to the President's Commission on Executive Exchange Program are identified. The Executive Exchange Program Voluntary Services Act of 1986 added this experimental component to encourage higher level private sector executives to participate, since their salaries would be paid by their private sector employers rather than by the government. Telephone interviews were conducted with 40 private sector executives who participated in the program during FY 1988 and 1989, 30 of their corporate employers, and 24 of their government hosts. All parties had generally positive views of the experimental component. The Commission's conflict of interest procedures appeared to be adequate for experimental component executives. No disadvantages to the government were found. An inequity in the program was that private sector executives continued to receive most of their fringe benefits from their corporate employers, but federal participants were in a leave-without-pay status, and certain federal employee benefits were reduced or not available to them. The experimental component enabled higher salaried private sector executives to participate, resulted in savings to the government, and encouraged greater federal agency participation. (YLB)

ED 307 527 CG 021 688

Walz, Garry R.; Bleuer, Jeanne C.

Counseling Software Guide: A Resource for the Guidance and Human Development Professions.

American Association for Counseling and Development, Alexandria, VA.
REPORT NO.- ISBN-0-55620-058-7
PUB DATE- 89
NOTE- 482p.
AVAILABLE FROM- ERIC/CAPS, University of Michigan, School of Education, Room 2108, Ann Arbor, MI 48109; or American Association for Counseling and Development, 5999 Stevenson Avenue, Alexandria, VA 22304 ($47.00 for AACD members; $52.00 for non-members).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Advising; *Administration; *Career Counseling; *Computer Assisted Testing; *Computer Software; *Counseling; Individual Counseling
IDENTIFIERS- Computer Assisted Career Guidance; *Computer Assisted Counseling; Computer Assisted Guidance

This document is a guide to counseling software. It presents overviews on the state of development of counseling and human services software in five major topic areas including personal counseling, career counseling, academic advising, testing and administration. It provides factual and up-to-date descriptions of over 500 counseling-relevant software programs as well as 93 software reviews. It illustrates how far the field has come in the use of computers in counseling and what paths and options the future holds. Strategies on how to use the guide are presented which describe how to find out about the use of computers in counseling, what to look for in software, an overview of trends and developments in the availability and use of software, an overview of the range of software programs available, and information on specific software programs. The first section discusses trends and developments in counseling software. The second section provides software descriptions in the areas of personal counseling, career counseling, academic advising, testing, and administration. The third section provides software reviews in the same areas. (ABL)

ED 307 603 CS 211 528

Reynolds, Jim
Teaching Writing in an Interdisciplinary Context: One Experiment.
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Content Area Writing; *Curriculum Design; Curriculum Development; *General Education; Higher Education; *Integrated Curriculum; *Interdisciplinary Approach; Journal Writing; Writing Across the Curriculum; Writing Exercises; *Writing Instruction
IDENTIFIERS- *New Center for Learning TX; Writing Contexts

The New Center for Learning is an experimental program at East Texas State University which offers students an alternative, interdisciplinary general education curriculum which can improve student writing more than traditional programs do. Students in the program take 36 hours of courses throughout their college careers which are offered by a relatively small number of faculty who agree to emphasize and teach good writing throughout the curriculum. All courses in the curriculum were designed with five broad goals for every course to address: (1) self-awareness; (2) clarification and formation of personal values and awareness of cultural values; (3) effective communication; (4) manipulation of the environment; and (5) planning for the future. Students write weekly journals and more formal writing assignments in every class. Students are encouraged to include in their journals any matters that seem significant to them as learners. Students practice good writing under pressure of grades and time in their formal writing assignments. Students understand that the subject matter of the essays they write is the starting point for the course. All courses are team-taught and both teachers read and comment on student essays. The message that the curriculum sends is that student writing is important--it is worthy of the teachers' and the students' time. (RS)

ED 307 634 CS 211 892

Bishop, Wendy; And Others
Teaching Creative Writing: A Selective, Annotated Bibliography.
PUB DATE- 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Annotated Bibliographies; *Creative Writing; Higher Education; Instructional Materials; Secondary Education; *Writing Instruction
IDENTIFIERS- Feminist Criticism; Literary Theory

Focusing on pedagogical issues in creative writing, this annotated bibliography reviews 149 books, articles, and dissertations in the fields of creative writing and composition, and, selectively, feminist and literary theory. Anthologies of original writing and reference books are not included. (MM)

ED 307 650 CS 506 662

Arnold, Christa L.; Fadely, Dean
You're No Jack Kennedy: Bentsen vs. Quayle.
PUB DATE- Oct 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Culture Association (Jacksonville, FL, October 5-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Debate; Discourse Analysis; *Persuasive Discourse; *Political Candidates; *Presidential Campaigns (United States); Rhetorical Criticism
IDENTIFIERS- Apologia; Bentsen (Lloyd); *Compliance Gaining; Political Communication; Quayle (Dan); Rhetorical Strategies; *Vice Presidential Debates

The 1988 Vice-Presidential debate between candidates Dan Quayle and Lloyd Bentsen served as a rhetorical forum for airing the policies and behaviors of each candidate. Elements of compliance-gaining and apologia were interrelated and overlapped throughout the debate. Both candidates effectively maneuvered these strategies and avoided direct questioning of one another in the majority of their exchanges. Several findings emerge from assessing the debate: (1) both candidates demonstrated a conscious intent to persuade, manage conflict, manipulate responses, and gain compliance; (2) Senators Lloyd Bentsen and Dan Quayle both applied strategies of compliance-gaining and apologia as manipulative rhetorical tools; and (3) the rhetorical discourse in this debate also demonstrated the use of a sub-genre of apologia, specifically compliance-gaining apologia, as opposed to apologias of confession, denial, or regret. (Thirty-four notes are included.) (Author/MS)

ED 307 382   CE 050 258

Older Workers. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- OERI-RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Age Discrimination; *Aging (Individuals); Career Counseling; Early Retirement; Educational Trends; *Equal Opportunities (Jobs); Lifelong Learning; *Older Adults; *Retirement; *Retraining
IDENTIFIERS- *Older Workers

This document begins with an overview of trends and issues in the area of older workers. The overview briefly addresses: the reversal of the trend toward early retirement, growth in the population of individuals over age 55, increased longevity, economic pressures for older persons that lead to work in order to supplement retirement income, low birth rates, and benefits to employers who use older workers. A list follows of resources that provide information about older workers. Print resources available from

ERIC are listed by author, with title, place of publication and publisher or source, date, and ED or EJ number. Similar information is provided for non-ERIC print resources. In addition, a listing is provided of organizations that can be contacted for further information. Addresses and telephone numbers are included. (YLB)

ED 307 411 CE 052 471

The Effects of Technological Change on the Labor Force. Hearing Summary. Report prepared for the Technology Policy Task Force Transmitted to the Committee on Science, Space, and Technology. House of Representatives, One Hundredth Congress, First Session.

Congress of the U.S., Washington, DC. House Committee on Science, Space and Technology.

PUB DATE- Nov 87

NOTE- 87p.; Serial H. For a related document, see CE 052 470. Document contains small print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Education; *Dislocated Workers; *Employment Patterns; *Employment Problems; Federal Legislation; Federal Programs; Hearings; Job Training; *Labor Force; *Public Policy; *Technological Advancement; Technology Transfer; Unemployment

IDENTIFIERS- Congress 100th

This report summarizes a hearing to examine the factors contributing to pressures on United States workers and to suggest government, industry, and labor policies. Section I is an introduction. Section II identifies the panelists: Director, Conservation of Human Resources, Columbia University; President, United Steel Workers of America; Senior Fellow in Economics, The Brookings Institution; Retired Vice President, Xerox Corporation; and Study Director, Panel on Technology and Employment, National Academy of Sciences. Section III is a summary of the panel's conclusions and recommendations. The following factors that contribute to employment trends are discussed: technological advances, the balance of trade, and trends in the service sector. Public policies for addressing worker and community dislocations are examined, including revitalizing specific industries, using declining tariffs to finance worker readjustment programs, expediting reemployment, financing training and education, insuring communities against severe economic losses, strengthening the Job Training Partnership Act, providing displaced workers the option of early retirement, requiring advance notification of plant shut-downs or large-scale layoffs, and providing second and third chance opportunities to gain basic skills competencies. Section IV expands upon the topics in Section III. (YLB)

ED 307 471 CE 052 598

Comings, John; Kahler, David
Manual de Alfabetizacion del Cuerpo de Paz (Peace Corps Literacy Handbook). Appropriate Technologies for Development. Peace Corps Information Collection & Exchange Manual Series No. M-28.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Sep 86
NOTE- 175p.; Translated by Carmen and Morris Amato. For an English version, see ED 251 696. For a French version, see CE 052 601.
LANGUAGE- Spanish
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Translations (170)
DESCRIPTORS- Adult Education; *Adult Literacy; *Adult Programs; Case Studies; Curriculum Development; *Developing Nations; Educational Resources; Feasibility Studies; Foreign Countries; Instructional Materials; *Literacy Education; *Material Development; Media Adaptation; Nonformal Education; *Program Development; Program Evaluation; Spanish; Volunteers; Volunteer Training
IDENTIFIERS- Peace Corps

This Spanish-language version of a literacy handbook provides an introduction to literacy work for Peace Corps volunteers and other development workers in situations where the literacy work is a primary project or secondary activity. It presents information on planning and preparing for literacy work, offers guidance on program and material development, and suggests strategies for evaluating and improving programs. Chapter 1 looks at the history and value of literacy, levels of literacy, the difficulty of literacy, numeracy, and adult, nonformal, and literacy education. Chapter 2 discusses literacy work strategies--the Laubach method, the Freire method, and functional literacy, as well as literacy for women and children. Chapters 3 to 7 present a model for implementing a project. These steps are described: the feasibility study, planning and preparation, curriculum design, implementation and evaluation of instruction, and development or adaptation of instructional materials. Examples and samples are provided. Chapter 8 discusses activities and methods to create an environment supportive of literacy. Chapter 9 provides advice on where and how to look for resources. An annotated bibliography dealing with literacy methods and materials is included. In chapter 10, four case studies of literacy work done by Peace Corps volunteers illustrate common problems literacy workers face in implementing projects. (YLB)

ED 307 557　　　　　　　　　　CG 021 727

English, Jill; Austin, Gregory
Preventing Alcohol & Other Drug Use through Curricula: Where We've Been and Where We're Headed.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
PUB DATE- 31 Mar 89
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; Drug Abuse; *Drug Education; Elementary Secondary Education; *Prevention; *Program Effectiveness; *Trend Analysis

The field of drug and alcohol abuse prevention is still in its infancy, but has come a long way since the first prevention approach was adopted in the late 1960's. Despite the weaknesses of past curricula and the problems still to be addressed, prevention curricula are becoming more effective as time goes on. There is much that has been learned from prevention failures, as well as from a few successful prevention programs. Programs that increase drug knowledge are quite easy to develop, programs changing attitudes toward drug use are more difficult, and programs changing drug- and alcohol-related behaviors are quite rare. Yet many of the ineffective approaches are still being utilized in today's school-based curricula. If further advancements towards reducing the use of alcohol and drug abuse problems are to be made, focus needs to be on approaches that lead to positive behavior change. Hopefully, the nation will continue to place the problems of alcohol and drug abuse by our youth in the forefront of issues, providing the support needed to continue making progress in the area of educational research and curriculum development. (ABL)

ED 307 572 CS 009 583

Eppele, Ruth
Gifted Students and Reading. Focused Access to Selected Topics (FAST) Bibliography No. 25.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 6p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academically Gifted; Elementary Secondary Education; Exceptional Child Research; Gifted Disadvantaged; *Reading Instruction; *Reading Material Selection; Reading Research; Teaching Methods; Writing Instruction

This 31-item bibliography which ranges from 1981 to 1988 focuses on the special needs of gifted students in the reading classroom and the challenges to the reading teacher to encourage gifted students to stretch intellectually and to develop critical thinking and reading skills. The articles deal with issues related to reading material selection, research on gifted students and reading instruction, teaching methods, and program designs to enhance the learning situation. (RAE)

ED 307 588 CS 009 666

Mehan, Hugh B.; And Others
Knowledge of Text Editing and Control of Literacy Skills. Report #3.
California Univ., La Jolla. Center for Human Information Processing.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Apr 84
NOTE- 15p.; Project supported by the National Institute of Education. A shorter version appeared in "Language Arts," v65 n5 Sep 1984. Best copy available. 1984. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audience Response; *Computer Uses in Education; Editing; Elementary Education; *Integrated Curriculum; *Microcomputers; *Reading Instruction; Word Processing; *Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- Interactive Computer Systems; Purpose (Composition); Writing Attitudes

By using microcomputers, functional learning environments can be created in which reading and writing are arranged for communicative purposes and used as electronic workbooks for basic skills instruction. However, the "Computer Chronicles Newswire Network" goes a step further by giving students a goal for writing: to share their ideas and concerns with students with whom they cannot interact directly. The public nature of writing provides motivation for rewriting and editing, giving students increased knowledge of word processing and control over the composing process. By arranging learning environments in which computer-based support was gradually removed, students gained control of expository writing by gradually assuming the parts of the task initially accomplished by the computer. Dynamic support provided by the microcomputer subordinated the students' concern for the mechanics of writing to the process of writing, resulting in improved quality and fluency. (Fifteen references are attached.) (RS)

ED 307 619 CS 211 792

Foster, Bill R., Jr.
Classical Imitation and Reading/Writing Connections: Analysis and Genesis Enter the Twentieth Century.
PUB DATE- Mar 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- Higher Education; *Imitation; *Reading Writing Relationship; Rhetoric; *Writing Processes; Writing Skills
IDENTIFIERS- *Classical Rhetoric; Text Factors; *Writing Models

Reading and writing are complementary activities--if not two sides of the same activity--and together they provide a model for instruction in writing and thinking. The classical rhetorical concept of imitation as analysis followed by genesis provides the connection between classical imitation and the recent reading/writing connections proposed for the composition classroom.

Students should be exposed to a variety of models to allow them to develop a broader world view, and they must also develop a metacognitive understanding of language and communication which comes via theory in the classroom and analysis (classical imitation) which is then reinforced by original composition. When students understand the interactive relationship of the writer's context, the reader's context, and critical analysis of the text, they will be able to see themselves as writers functioning in the same arena. In this way they become classical imitators of models because they understand their models and generalize from that understanding to their own writing. Teachers must provide a broad range of reading and writing experience in composition courses, undergirding that experience with a metacognitive scaffolding which will allow their students to see themselves as writers through a better understanding of what a writer does. (Fifteen references are attached.) (RS)

ED 307 695   EA 021 019

Davies, Don
Testimony of Don Davies, President, Institute for Responsive
  Education, before the Subcommittee on Select Education of the
  Committee on Education and Labor, U.S. House of Representatives.
Institute for Responsive Education, Boston, Mass.
PUB DATE- 9 Mar 89
NOTE- [illegible]p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; *Family School
  Relationship; *Parent School Relationship; *School Community
  Programs; *School Community Relationship; *School Effectiveness;
  Student Development
IDENTIFIERS- *Schools Reaching Out Project

This paper describes and justifies the Schools Reaching Out Project on the basis of research proving that urban families and communities that build stronger connections to the schools are linked to healthy child development, the academic and social success of children in school, better teaching, cost savings and improved educational services and deliveries, and effective citizen (parent) involvement in educational policy. Two elementary schools will be engrossed in efforts to improve the involvement of families and the community to enhance school effectiveness--the David A. Ellis School in Roxbury in Boston, and PS 111 on West 53rd Street in New York City. Linked with this two-school effort is a [illegible]-member national commission to oversee the project. The project's proponents hope for three outcomes. First, a substantial cadre of classroom teachers will be encouraged to facilitate improved school-family-community connections. Teacher training programs will infuse teachers with the skills necessary to succeed in this endeavor. Second, family and community activities will be linked to school reform. Finally, grassroots advocacy in the name of family-community involvement will lead to shared responsibility for educational improvements and school reform. (JAM)

ED 307 713   EA 021 041

Bickham, Lou Ann S.
Class Size in Mesa Public Schools: Research and Implementation, 1988.
Mesa Public Schools, AZ. Dept. of Research and Evaluation.
PUB DATE - Dec 88
NOTE - [illegible]
LANGUAGE - English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS - *Academic Achievement; *Classroom Techniques; *Class Size; Educational Environment; Elementary Secondary Education; *Small Classes; Standardized Tests; *Teacher Student Ratio
IDENTIFIERS - Mesa Public Schools AZ

Class size is a continuing concern for administrators and teachers in the Mesa Public School system. Research examined findings that reductions in class size can increase student achievement as measured by common standardized tests, but only if size is reduced to something below 20 students per class. Class size also produced changes in nonachievement areas such as attitudes, student participation, behavior, classroom management, quality of instruction and school climate. Reductions in class size were tremendously costly to implement. Projected costs for various class size reductions are presented. Appended are 20 references and five tables summarizing the class size research. (SI)

ED 307 707   EC 220 296

Bartkovich, Kevin G.
Motivating the Most Capable Youths in Mathematics and Science and
  Discussant Reactions.
PUB DATE— Apr 88
NOTE— 19p.; In: Dreyden, Julia I., Ed.; And Others. Developing Talent
  in Mathematics, Science and Technology: A Conference on Academic
  Talent (Durham, North Carolina, April 28-30, 1988); see EC 220 285.
LANGUAGE— English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE— Speeches/Conference Papers (150) -- Reports - Descriptive (Program/Project Descriptions) (141) -- Opinion/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS— *Academically Gifted; Elementary Secondary Education; *Mathematics Education; *Science Education; *Student Motivation

This conference presentation suggests three key ingredients for motivating talented mathematics and science students. The first ingredient is the nature of the content in the courses offered, for instruction to successfully motivate. It should reveal the dynamic nature of mathematics and science, involve challenging materials, synthesize and integrate wide-ranging topics, and reveal the application of course content to life. The second ingredient is the flexibility of the curriculum, which involves accelerating coverage of material and enriching its content. The third ingredient is interaction with intellectual peers through special competitions, pull-out programs, summer programs, etc. In a reaction to the paper, [illegible] Stuart comments on the teacher's role as the most important factor in educating talented students, notes the advantages of acceleration but the dangers in overplaying students, and examines elementary school teachers' deficiencies in mathematics/science ability and training. Solomon Garfunkel then presents some mathematical problems used with talented students. (JDD)

ED 307 397   CE 052 437

Markley, O. W., Ed.
Preparing for the Future of the Workplace. Volume I: Overview.
Institute for Strategic Innovation, Clear Lake Shores, TX.; North Harris County Coll., Houston, Tex.

SPONS. AGENCY- Texas State Higher Education Coordinating Board, Austin. Div. of Community Colleges and Technical Institutes.
PUB DATE- Jun 88
NOTE- 62p.; For related documents, see ED 293 001 and CE 052 438-439.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Economic Development; *Educational Planning; *Educational Technology; Employment Patterns; Futures (of Society); Postsecondary Education; Role of Education; Statewide Planning; Technical Education; Technical Institutes; *Technological Advancement; Two Year Colleges; *Vocational Education

This volume is the first of three reporting research that is intended to help postsecondary occupational education deans and directors become able to plan more strategically for using new instructional technologies to meet emerging needs. This document begins with a packet of guidesheets made up of materials from all three volumes. Relevant chapter-page numbers are given in the upper right-hand corner of each sheet. Volume 1 provides an overview of the entire project, "Vocational Education Planning for Economic Development in Texas" (O. W. Markley), which includes a Volume I provides an summary of important factors affecting the future of vocational education in Texas--technological, economic, social, and political factors. Four planning issues of significance for occupational education are treated in detail: emerging instructional technologies; job displacement, especially among women and minorities; public-private initiatives; and planning methods and guidelines for using instructional technologies. Ten exhibits provide checklists and forms useful in implementing the described methodology. Appendixes include information about the Institute for Strategic Innovation and the research team. (YLB)

ED 307 425   CE 052 489

Jernigan, Anna Katherine; Ross, Lynne Nannen
Food Service Equipment. Third Edition.
REPORT NO.- ISBN-0-8138-0551-1
PUB DATE- 89
NOTE- 160p.
AVAILABLE FROM- Iowa State University Press, 2121 South State Avenue, Ames, IA 50010.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Design Requirements; *Equipment; *Facility Planning; *Facility Requirements; *Food Handling Facilities; *Food Service; Home Economics; Postsecondary Education

This book provides information that will help in purchasing the kind of food service equipment most useful in any given facility. Hence, it should be of value to architects, contractors, administrators, dietitians, managers, and others involved in remodeling a facility, replacing equipment, and/or improving the efficiency of food service departments in restaurants, schools, hospitals, and nursing homes. Teachers who are providing information on food service equipment and the basic principles of layout may also find it useful. Ten chapters cover planning and equipping a new or remodeled food service facility; construction factors, including gas, electricity, plumbing, and fire control; correct placement and use of equipment for receiving and storing food; space determination and layout of the food preparation area; food preparation equipment; space determination and layout of the food serving area; serving equipment; cleaning and sanitizing equipment; small equipment, including pans and small utensils; and making the system function. This final chapter contains a checklist for building or remodeling and one for a new food service department. A 19-item bibliography and index are appended. (YLB)

ED 307 499 CE 052 628

Mukai, Masaaki; Kobayashi, Ryozo

TV Trouble-Shooting Manual. Volumes 5-6. Part 2: Video Signal Processing Circuit. Student and Instructor's Manuals.

International Labour Office, Islamabad (Pakistan). Asian and Pacific Skill Development Programme.
REPORT NO.- ISBN-92-2-106779-3; ISBN-92-2-106917-6
PUB DATE- 88
NOTE- 135p.; For related manuals, see CE 052 625-633.
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland (volume 5--$7.00; volume 6--$7.50; complete set: ISBN-92-2-106780-7).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Vocational Education; *Electric Circuits; *Equipment Maintenance; Postsecondary Education; *Repair; *Television Radio Repairers; *Video Equipment
IDENTIFIERS- *Troubleshooting

These volumes are, respectively, the self-instructional student manual and the teacher manual that cover the second set of training topics in this course for television repair technicians. Both contain identical explanations of the structure and function of the elements of the video signal processing circuit (the tuner, video intermediate frequency, video detector, AGC circuit, and video amplifier circuit), and both contain circuit diagrams and functional block diagrams. (CML)

ED 307 514 CG 021 674

Swick, Kevin J.
Student Stress: A Classroom Management System. Analysis and Action Series.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1696-3
PUB DATE- 87
NOTE- 98p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 1696-3, $8.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Class Activities; *Coping; *Elementary School Students; Elementary Secondary Education; *School Role; *Secondary School Students; *Stress Management; Stress Variables; Student Problems; Teacher Role

This book is concerned with the problem of student stress and the possibility that children and adolescents will internalize ineffective coping strategies used by adult models available to them. The introductory chapter explains a need for an educational plan to promote ways of controlling stress; recommends a systematic approach to managing stress; and describes roles of classroom teachers in helping students cope with stress. It reports that classroom management schemes that encourage student involvement, focus on positive interpersonal relationships, encourage the formation of positive self-concepts, and provide time-space arrangements in which individual and group needs can be met have been shown to promote mental health and eliminate negative stress. Chapter 2 looks at sources of stress and differentiates between adult-perceived stress and child-perceived stress. Readiness for dealing with stress is discussed and identity anxiety is presented as a major source of stress. Chapter 3 examines stress in schools and classrooms. Time, space, and human relations dimensions of school stress and classroom stress are described and the impact of classroom stress is considered. Chapter 4 presents techniques for preventing and resolving teacher, environmental, and student stress. Extension strategies involving parents and communities are discussed. Chapter 5 presents a systems approach for dealing with classroom stress which consists of assessing the classroom ecology, formulating a plan of action, and creating a productive classroom ecology. A bibliography and list of additional readings are included. (NB)

ED 307 542 CG 021 712

Craig, Rebecca Tarkington; Wright, Barbara
Mental Health Financing and Programming: A Legislator's Guide.
National Conference of State Legislatures, Denver, CO.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.; Robert Wood Johnson Foundation, New Brunswick, N.J.
REPORT NO.- ISBN-1-55516-679-2
PUB DATE- May 88
NOTE- 159p.
CONTRACT- MH278-86-0005PA
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Deinstitutionalization (of Disabled); *Delivery Systems; *Financial Support; Health Care Costs; Individual Needs; *Mental Health Programs; *Policy Formation; *State Legislation

This book provides state legislators with the background information they need to make important mental health policy decisions. The executive summary describes the success of deinstitutionalization in releasing large numbers of patients from state mental hospitals, but notes that the needs of persons with mental illness in the community have not been adequately met. It considers state legislative leadership to be particularly important in shaping the mental health system in each state and in meeting the needs of these deinstitutionalized persons. The book is divided into seven chapters. The first chapter provides an overview of the the situation, looking at the role legislators play in mental health, who the mentally ill are and what mental illness is, where the mentally ill are and what services they need, treatment of the mentally ill historically and today, and major issues confronting mental health policymakers. Chapter 2 examines mental health care and treatment and chapter 3 examines mental health service organization and delivery. Chapter 4 discusses the evaluation of mental health programs; chapter 5 focuses on financing mental health care with federal funds; and chapter 6 addresses the financing of mental health care with state, local, and private funds. The final chapter presents future challenges in the field of mental health that state policymakers will face. Creative state approaches are offered throughout the book as strategies to address treatment, delivery, and financing concerns. A list of mental health information sources, a glossary, a list of acronyms used in the book, and a bibliography are included. (NB)

ED 307 635 CS 211 894

Shields, Nancy E.
Index to Literary Criticism for Young Adults.
REPORT NO.- ISBN-0-8108-2112-5
PUB DATE- 88
NOTE- 410p.
AVAILABLE FROM- Scarecrow Press, Inc., 52 Liberty St., P.O. Box 4167,
Metuchen, NJ 08840 ($32.50).
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Books (010) Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Literature; *Authors; Elementary Secondary
Education; *Literary Criticism; Research Tools

To meet the need for a fast and efficient way to find which of the many volumes of literary criticism contain information on a particular author, this book indexes over 4,000 authors of books for young adults, who are included in reference works which are standards in the field of literary criticism and therefore readily available in most libraries. (MM)

ED 307 665 EA 020 908

Berlin, Barney; And Others
Organizational Size and Learning.
PUB DATE- Mar 89
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Class Size; *Consolidated Schools; Economic Factors; Elementary Secondary Education; *Home Schooling; Political Influences; *School District Size; *School Size

Americans tend to value bigger as better. Conventional wisdom over the years has dictated that "too small" schools and school districts could not provide sufficient educational opportunities. Since 1930, the number of school districts has shrunk from 128,000 to less than 16,000. As districts consolidate, parents feel distant from schools and powerless to affect policy. At the same time, Gene Glass's definitive work stresses the learning benefits of smaller classes. This paper reviews current thinking on district, school, and class size as they affect learning in the classroom. A table summarizes correlations between size and various other factors, including state public school enrollments, minority student concentrations, SAT and ACT scores, state poverty levels, per pupil expenditure averages, teacher salaries, and Catholic school enrollments. Findings show that smaller is likely to be better. However, political and economic influences will probably prevent change based on size considerations. Robert Slater's research expands the appropriate class size question by relating class size to structural differentiation and school culture. The nature of instruction must also be considered. To achieve appropriate instruction, the group's size and composition must fit the instructional situation. A diagnostic-prescriptive model (like Bloom's mastery learning) with variable size based on instructional need seems logical. Also, home schooled children's superior test scores corroborate the smaller-is-better findings. People seem to learn, change, and grow in situations where they have some control, some personal influence, and some efficacy. (15 references) (MLH)

ED 307 679 EA 020 948

Caldwell, Brian J.
Paradox and Uncertainty in the Governance of Education.
PUB DATE- Mar 89
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Centralization; *Decentralization;

*Educational Administration; Educational Equity (Finance); *Efficiency; Elementary Secondary Education; Foreign Countries; *Resource Allocation; State Action
IDENTIFIERS- *Australia; Canada; Great Britain; New Zealand; United States

This paper introduces and explores new counterpressures in educational governance, the central theme of this symposium. Drawing on research in the Organisation for Economic Cooperation and Development (OECD) countries, but giving particular attention to Australia, New Zealand, Britain, Canada, and the United States, this paper provides an international perspective on shifts in patterns of educational governance that seem paradoxical and are currently the cause of uncertainty and change at all levels. National and state governments are adopting a more powerful but focused role in defining outcomes and establishing frameworks of accountability (a centralizing trend). Institutions at the site level have been given greater responsibility for strategic planning and resource allocation (a decentralizing trend within the centrally determined framework). Emergent policy issues and values are generally concerned with quality, effectiveness, equity, efficiency, accountability, and adaptability. The nature of the resulting tensions and responses are identified and analyzed. Implications at the system and site level are offered. The broad spectrum from elementary to higher and further education is covered, with particular attention given to elementary and secondary levels. Accepting that change, including turbulence, is now a permanent condition in education, educators can gain some measure of stability by understanding, accepting, and exploiting the new realities. The various tensions can be resolved, and the transition to a new era of governance can be managed. (29 references) (MLH)

ED 307 758 EC 220 263

Knoll, James
Psychotropic Medication and Community Integration: Implications for Service Providers. A Review of the Literature.
Syracuse Univ., NY. Center on Human Policy.
SPONS AGENCY— National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE— Apr 87
NOTE— 29p.
CONTRACT— 300-85-0076
AVAILABLE FROM— Syracuse University, Center on Human Policy, Research and Training Center on Community Integration, 724 Comstock Ave., Syracuse, NY 13244-4230 ($2.85).

LANGUAGE— English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE— Information Analyses - State-of-the-Art Materials (070)
DESCRIPTORS— *Behavior Problems; Community Programs; *Drug Therapy; Medical Services; Normalization (Handicapped); *Severe Disabilities
IDENTIFIERS— *Psychotropic Medication

The review of the literature examines issues concerned with the use of psychotropic medication by people with severe disabilities living in community settings. Data on prevalence of drug usage are provided and include that 50.5% of residents of community residences receive some type of prescribed medication, most of which are classified as psychotropic or psychoactive. A number of studies are reviewed which question the appropriateness of such massive use of medication. Additional studies have considered behavioral toxicity, the tendency of psychotropic drugs to suppress desirable as well as problem behavior, and side effects such as tardive dyskinesia. Support for responsible use of medication stresses the role of direct service workers and the use of community physicians. It is concluded that: (1) most people with severe disabilities do not need to be on behavior altering drugs; (2) this standard practice does not aid integration; (3) widespread use of psychotropics is probably indicative of a program which is focused on controlling groups rather than aiding the integration of individuals into the community; (4) the use of medication must be individualized; and (5) management of psychotropic medication is a generic service which people with severe disabilities can receive in the community. (DB)

ED 307 773   EC 220 252

[illegible], James E.; And Others
Legislative Needs Assessment Concerning Persons Who Are Blind and
  Visually Impaired.
Mississippi Law Research Inst., Mississippi Univ., University.
  Research and Training Center for the Handicapped.
PUB DATE- Nov 88
NOTE- [illegible]
LANGUAGE- English
EDRS Price - MF01/PC[illegible] Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) --
  Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administration; Adults; Blindness; Civil Rights;
  Educational Needs; Elementary Secondary Education; Housing Needs;
  Information Services; Needs Assessment; Prevention; Recordkeeping;
  Safety; *State Legislation; *State Programs; *Visual Impairments;
  Vocational Rehabilitation
IDENTIFIERS- *Mississippi

The report is a legislative needs assessment for persons who are blind and visually impaired in Mississippi. The first chapter presents an overview of the project. Chapter 2 summarizes federal legislation concerning persons who are blind and visually impaired. Chapter 3 reviews the methodology used to analyze state legislation and provides a brief summary of current Mississippi law. Chapter 4 presents findings and recommendations for legislative changes affecting services for this population. Recommendations are grouped into the following areas: administration, education, blindness registry, prevention of blindness, independent living, and blind-made products. Many recommendations include sample legislative texts from other states. Additional program areas not currently reflected in Mississippi laws are also recommended. These include children's services, professional preparation, information services, reader services, home services, the multi-handicapped blind, housing, facility safety, affirmative action, loan funds, voting rights, and eye services. An extensive bibliography is organized into sections on sources of information, federal laws, Mississippi state laws, and citations for laws cited in the recommendations. Appendices list agencies in the various states responsible for administering vocational rehabilitation programs and agencies in the states responsible for jurisdiction of schools for the blind and deaf. (DB)

ED 307 440 CE 052 514

Squires, Geoffrey; Furth, Dorota
Pathways to Learning. Education and Training from 16 to 19.
Organisation for Economic Cooperation and Development, Paris (France).
REPORT NO.- ISBN-92-64-13175-2
PUB DATE- 89
NOTE- 124p.
AVAILABLE FROM- OECD Publications and Information Centre, 2001 L Street, NW, Suite 700, Washington, DC 20036-4095.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Articulation (Education); *Course Organization; *Educational Philosophy; *Educational Practices; *Educational Trends; *Education Work Relationship; Foreign Countries; Futures (of Society); Job Training; Postsecondary Education; *Vocational Education
IDENTIFIERS- *Europe

This study aims to clarify current trends and issues in postcompulsory (16-19 age group) education, especially by focusing on the curriculum, drawing on the concrete experience of a large number of member countries of the Organisation for Economic Cooperation and Development (OECD). Information was gathered from individual case studies and observation of the systems in place in 11 of the OECD countries, a representative sample. Seven main points emerged from the study, varying in applicability from country to country; and within countries. These points concern: (1) changes in general, technical, and vocational education; (2) differentiation, progression, and equality in educational systems; (3) transition and foundation for the world of work; (4) the structure of courses--planned system and market-driven; (5) links with higher education; (6) diversity and coherence at the postcompulsory stage; and (7) the role of culture as the hidden element in the links between education and the economy. Twenty-seven notes and references and a list of the 11 country case studies are included. (KC)

ED 307 485 CE 052 612

Clavaud, Donna; And Others
Appropriate Community Technology: A Training Manual. Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-28.
Farallones Inst., Occidental, CA.
SPONS. AGENCY- Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Jan 82
NOTE- 590p.
CONTRACT- 81-042-1012
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Appropriate Technology; *Community Development; Community Resources; Competence; Competency Based Education; *Conservation Education; Cooking Instruction; Developing Nations; Economic Development; Educational Resources; Food; Foods Instruction; Food Standards; Foreign Countries; Health Education; Lesson Plans; Nutrition; Postsecondary Education; Power Technology; *Solar Energy; Teaching Methods; *Technological Advancement; Volunteers; *Volunteer Training; Water Resources
IDENTIFIERS- Food Drying; Food Storage; Peace Corps

Based on experience in the field, this training program was developed to help Peace Corps trainers teach appropriate community technology to Peace Corps volunteers and community workers. The 8-week, 104-session training program is organized in six phases that cover the following topics: introduction to training; earthen construction and fuel-saving cookstoves; pedal/treadle power; solar water heaters; solar agricultural dryers; and concluding the program--the energy fair. Each of the technical and nontechnical areas is related to the other components of the program. Health and nutrition and the role of the volunteer in development are stressed throughout the program. Nonformal education and cross-cultural education are the integrating principles of the program. Each session outline contains total time, objectives, resources, trainer notes, procedures, and handouts as needed. Appendixes list skills for development facilitators, outline two-week workshops, and provide 14 pages of bibliographies. (KC)

ED 307 528 CG 021 689

Gagne, Cyndi

Integration of Substance Abuse Services in Community Health Center Settings: Problems and Resolutions.

Maine Ambulatory Care Coalition, Augusta.

PUB DATE- Apr 88
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council on Alcoholism (Arlington, VA, April 21-24, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Health Services; *Counseling Services; *Delivery Systems; *Drug Rehabilitation; Program Effectiveness; *Rehabilitation; *Substance Abuse

In Maine a program was initiated to integrate substance abuse services in community health center settings in order that more individuals and their families who are affected by chemical dependency could be reached and treated effectively. Integration was defined as the degree to which substance abuse services addressed the perceived community need for such services and how the services fit into the already existing health care system at each site. In all sites, the new service was perceived as an advantage, with the most frequently cited reason being the convenience of local service. The actual utilization of substance abuse services at any given health center was directly related to the amount of time services had been available, the number of hours the counselor was on site, and the amount of attention the new service had received in the community. Barriers to full integration of substance abuse services into community health services were time, space, and schedule conflicts; incentives to retain trained professionals; maintenance of client confidentiality; and cost/benefit to the health center and contracted substance abuse program in the provision of the service. The successful integration of substance abuse services within a community-based health care delivery system is dependent upon the continual, consistent commitment of all professional staff and boards involved. (ABL)

ED 307 604 CS 211 543

Cowles, Margaret Haining
The News about High School Journalism: Focused Access to Selected Topics (FAST) Bibliography No. 4.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 6p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *High Schools; *Journalism; Journalism Education; School Newspapers; *Student Publications; Yearbooks
IDENTIFIERS- Journalism Research

This annotated bibliography contains 33 items from the ERIC database on high school journalism topics of interest to student writers and editors, journalism instructors, publications advisers, and school administrators. The first section contains overviews. Ensuing sections address how journalism benefits students; legal issues in high school journalism; technical assistance for instructors and advisers; and the form/content of school publications. (SR)

ED 307 651 CS 506 667

Griffin, Robert J.; Sen, Shaikat
Sex and Social Status: Television Use and Occupational Desires among Adolescents.
PUB DATE- May 89
NOTE- 27p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Analysis of Variance; *Career Choice; Cross Sectional Studies; High Schools; Mass Media Effects; *Mass Media Use; *Occupational Aspiration; *Sex Differences; Sex Stereotypes; Social Class; *Social Status; Surveys; Television Viewing

Recent trends in television programming, in which women characters are portrayed more frequently than in the past in what had been traditionally male occupations, present new opportunities to examine the relationship of television use to the occupational desires of male and, particularly, female adolescents. A study examined this relationship in the context of social status constraints on the perceived opportunities of high school students. Subjects, 542 randomly chosen high school students in the Chicago suburbs, were given questionnaires on television viewing habits and perceptions. Findings indicated (1) that sex and social status interact to affect occupational desires, such that higher status females are more likely to desire traditionally male occupations than their lower status female counterparts; (2) identification with male and female characters in domestic and occupational roles still follows traditional lines overall, and adolescents are more likely to identify with characters if they perceive the shows to be more realistic; and (3) depictions of non-traditional female characters may be affecting the occupational desires of some lower status female adolescents who identify with television characters in occupational roles. This last finding supports a model that proposes that television portrayals of occupations will be more effective among those who have the least personal experience with these occupations. (Four tables of data are included, and 25 references are appended.) (MS)

ED 307 729 EC 212 516

AISD's Gifted and Talented Program. Sky High! Final Report 1983-84 and Sky High! Executive Summary 1984-85.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO. - AISD-ORE-83.63; AISD-ORE-84.60
PUB DATE - 85
NOTE - [illegible]; For related documents, see EC 212 517-518.
LANGUAGE - English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Academically Gifted; Elementary Secondary Education; Ethnic Groups; Inservice Teacher Education; Program Descriptions; *Program Development; *Program Implementation; Student Educational Objectives; Talent Identification
IDENTIFIERS - *Austin Independent School District TX

The document contains the annual reports (1983/84 and 1984/85) of the Austin (Texas) Independent School District's gifted and talented program. Major accomplishments of the first year were reorganization with the implementation of the Sky High program at the elementary level and an honors program at the secondary level, design and implementation of a districtwide process to identify elementary gifted students, definition and development of a differentiated elementary curriculum, and an inservice training for all primary grade teachers. Second year achievements included development of the Sky High Humanities Program, development of 16 new elementary language arts units, and presentation of 52 staff development workshops. Data for the program includes a breakdown of student by ethnicity and grade, gifted classes by subject areas, types of gifted classes, selection procedures, staff development, parental involvement, curriculum development, and evaluation. (DB)

ED 307 744 EC 212 049

Shoultz, Bonnie
My Home, Not Theirs: Promising Approaches in Mental Health and Developmental Disabilities.
Syracuse Univ., NY. Center on Human Policy.
SPONS AGENCY- Westchester County Dept. of Community Mental Health, White Plains, NY.
PUB DATE- Jan 88
NOTE- 39p.
AVAILABLE FROM- Syracuse University, Center on Human Policy, Research and Training Center on Community Integration, 724 Comstock Ave., Syracuse, NY 13244-4230 ($2.40).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) -- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Children; *Community Programs; *Delivery Systems; *Developmental Disabilities; Family Programs; Independent Living; Individual Needs; *Mental Disorders; *Mental Health; Models; *Residential Programs; Social Support Groups

Discussed are current practices and promising approaches in the development of community-based living arrangements for children and adults with psychiatric or developmental disabilities. Problems with current systems include a lack of safe, affordable housing; lack of consumer choice; inflexibility; lack of a coherent, clear ideology; failure to address basic human needs; and the concept of a continuum of services. Promising approaches that have been identified in the area of residential services for individuals with developmental disabilities include family support services, permanency planning, and individualized living alternatives for adults. Promising approaches in the mental health field also focus on family supports and permanency planning, in addition to emphasizing an individualized, psychiatric rehabilitation approach to housing. Legislative and regulatory barriers to implementation of individualized approaches involve funding mechanisms which are tied to facility types or to the individual's level of functioning based on assessment. (JDD)

ED 307 383   CE 051 334

Essential Features of Australian Training Systems.
Australian Commonwealth/State Training Advisory Committee, Canberra.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- 31 Dec 87
NOTE- 127p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Apprenticeships; Employment Practices; Federal Aid; Federal Legislation; *Financial Support; Foreign Countries; *Job Training; Postsecondary Education; State Aid; Technical Education; *Trainees; Vocational Education
IDENTIFIERS- *Australia

This document provides a variety of material on the Australian training systems. Section 1 summarizes apprenticeship and traineeship training and administration in Australia and provides a broad overview of the responsibilities and roles of industry, government, and trade unions. It also outlines the financial support provided by the state and territorial governments as well as by the Commonwealth for apprentice and trainee training. Section 2 is a directory of training and education authorities in the various states and territories and the state offices of relevant Commonwealth bodies. Section 3 describes the Acts of Parliament in each state and territory under which the regulation of apprenticeship and traineeship arrangements is established and the meaning of these two forms of training under the legislation. It also covers the constitution and powers of principal bodies under the acts. Section 4 details employment procedures of apprentices in each state and territory. Section 5 covers the conditions for the employment of apprentices prescribed by the states and territories. Section 6 summarizes apprenticeship and traineeship course requirements in the states and territories. Appendixes, amounting to over one-half of the document, include a list of apprenticeship titles with the standard indenture term for each; a list of federal awards (trades and incidence); data on attendance at technical classes; apprenticeship and traineeship statistics; and a list of the functions of principal training bodies. (YLB)

ED 307 456 CE 052 575

Drug Testing. Federal Agency Plans for Testing Employees. Report to the Chairman, Subcommittee on Treasury, Postal Service, and General Government, Committee on Appropriations, U.S. Senate.
General Accounting Office, Washington, DC. General Government Div.
REPORT NO.- GAO/GGD-89-51
PUB DATE- Mar 89
NOTE- 11p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional copies: $2.00 each; 100 or more: 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Drug Abuse; *Drug Legislation; *Drug Use Testing; Employer Employee Relationship; Employment Practices; *Federal Government; Federal Regulation; *Government Employees; Illegal Drug Use; Labor Legislation; Public Agencies

The drug-testing plans covering 11 of the 12 civilian federal cabinet-level agencies met the requirements of U.S. Department of Health and Human Services guidelines, and the guidelines themselves were found to contain the elements required by Public Law 100-71. However, the drug-testing plans differ, so employees may find different circumstances depending on where they work. The frequency at which employees in testing designated positions (TDPs) would be tested varies from an annual testing rate of 4 percent to 100 percent. Five plans called for the testing of all job applicants, not just those applying for TDPs. Most agencies planned to test for marijuana, cocaine, opiates, amphetamines, and phencyclidine. However, random testing in three departments will be limited to marijuana and cocaine. Most plans cite a specific list of disciplinary actions to be taken when an employee tests positive. None of the plans discussed how its implementation will be affected by the requirements of the Rehabilitation Act of 1973, which may protect employees who are drug abusers from adverse actions unless the agency can show impairment of the employee's job performance or a direct threat to property or others' safety. (CML)

ED 307 558 CG 021 728

Anderson, Patricia S.; Deck, Dennis
Regional Needs Assessment: Procedures and Outcomes.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Mar 89
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; *Drug Abuse; Educational Assessment; Elementary Secondary Education; *Intervention; *Needs Assessment; *Prevention; *Research Methodology; Research Needs; Resource Allocation

This paper presents the procedures used for carrying out a needs assessment concerning drug and alcohol abuse prevention and intervention efforts across nine western states and the Pacific territories prior to and subsequent to the receipt of United States Department of Education funds to implement training and technical services in the region. Methods which are described include focus group probing, key informant interviewing, personal interviews, questionnaires, review of existing data, and primary and secondary focus surveys. Outcomes for two needs assessments are presented historically with the pre-award findings first, followed by subsequent data. They are presented under the headings of adolescent alcohol and drug use, school and community programs, state agencies, and institutions of higher education. Annual needs assessments and development of plans for service delivery are envisioned due to the value of information in targeting training and technical assistance. The report concludes that managing a needs assessment across nine states and the Pacific territories is a major undertaking requiring an understanding of appropriate procedures and consumer audiences. (ABL)

ED 307 573 CS 009 585

Rasmussen, Sonja
Computers in Elementary Reading Instruction. Focused Access to Selected Topics (FAST) Bibliography No. 28.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 6p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Computer Assisted Instruction; Computer Software Reviews; Computer Uses in Education; Courseware; Elementary Education; Program Descriptions; Program Evaluation; *Reading Instruction; Reading Research; Teaching Methods

Addressing many aspects of the use of computers in elementary reading instruction, this annotated bibliography in six sections contains 27 items from the ERIC database from 1987 to April 1989. The first section contains items discussing the pros and cons of such use; the second section deals with organizational aspects of computer use in the schools; and advice for teachers is offered in the third section. The fourth section reviews specific software programs; the fifth section describes and evaluates programs in schools; and the final section samples research. (SR)

ED 307 589 CS 009 667

Williams, Maurvene D., Comp.; Cole, John Y., Ed.
The Community of the Book: A Directory of Selected Organizations and Programs. Second Edition.
Library of Congress, Washington, DC. Center for the Book.
REPORT NO.- ISBN-0-8444-0635-X
PUB DATE- 89
NOTE- 141p.; For the first edition, see ED 269 032.
AVAILABLE FROM- Publishing Office, Box J, Library of Congress, Washington, DC 20540 ($10.95 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Books; Censorship; Directories; *Literacy; *Literacy Education; *National Organizations; National Programs; *Publishing Industry; *Reading Skills; Technological Advancement

This book is the second edition of a selective listing of organizations that promote books and reading, administer literacy projects, and encourage the study of books. Intended as a guide to national programs of special interest to the Center for the Book, it was also compiled to be useful to the entire book community. The emphasis is on the United States, where recently there has been renewed interest in educational reform in literacy, in reading, and in "the future of the book." Alphabetically arranged, the entries provide addresses, telephone numbers, and contact persons for the organizations; general descriptions of their purposes; examples of their activities; the names of their publications; and a description of how they are funded. This information is based largely on materials that were provided by the organizations and programs themselves. Shared areas of interest include reading skills (the problem of illiteracy) and reading motivation (the problem of aliteracy); the state of the book industry; books and technology; the potential complementarity of books and the media; censorship; the history of books; and the international role of the book. Publishers, booksellers, librarians, book researchers, scholars, teachers, and writers are among those represented in this directory by a selective listing of their professional associations. An introductory essay by John Y. Cole entitled "Is There a Community of the Book?" opens the directory. (MS)

ED 307 636   CS 211 896

Ervin, R. Ferrell
"It Was a Dark and Gloomy Night": Assessing Journalism Coursework in University Admission Procedures.
PUB DATE- 12 Aug 89
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, Aug. 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; Academic Advising; *Admission Criteria; Admissions Officers; *College Admission; College School Cooperation; Higher Education; High Schools; *Journalism Education; Writing Skills
IDENTIFIERS- ACT Assessment

Following a 1987 survey that found university admission officers at 22 institutions uncertain of the educational value of most high school journalism courses, a 1988 study sought to collect more extensive data in order to determine current admission office practices. Admission personnel were asked if their institutions permitted journalism to substitute as a portion of the required English units. Although it has been generally accepted that high school journalism students are better prepared for their college experiences than those who did not take journalism courses, 63% of the respondents said their institutions did not permit this substitution, indicating that high school journalism fares poorly in the admission process. The study also found (1) diversity in the titling of coursework, (2) and even with consistent titling, diversity in course content, and (3) perceived diversity in preparation of high school journalism teachers. Findings support a

further need to review college/university admission procedures and address a number of problems threatening secondary journalism education. (A 16-page survey of college/university admission procedures is provided.) (NH)

ED 307 714 EA 021 043

Gastright, Joseph F.
The Nation Awaits: A Survey of Promotion/Retention Rates in 40 Urban School Districts.
PUB DATE - Mar 89
NOTE - 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE - English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, "Papers Presented at...." (150) Reports - Research/Technical (143)
DESCRIPTORS - *Academic Failure; Demography; Elementary Secondary Education; *Grade Repetition; Local Programs; *Program Implementation; Public Schools; School Districts; *Student Problems; *Student Promotion; Summer Schools; Urban Schools

A study focused on promotion/retention policies, retention rates, and the problems/objectives associated with their implementation. Thirty-three of the 43 members of the Council of the Great City Schools responded to a survey that measured three demographic characteristics: the percentage of students eligible for free and reduced-price lunch; the percentage of students enrolled in the Education Consolidation Improvement Act Chapter 1 programs; and the percentage of sixth-graders scoring at or above norm in sixth-grade reading and mathematics. Findings focus on the variability of urban system retention rates, identifiable patterns of retention across grades in urban school districts, and the influence of summer school accessibility on retention rates. Appended are (1) a table of schools responding to the 1986-87 survey; (2) a table of grade-level retention rates; and (3) 13 bar graphs displaying the distribution of school system retention rates. (SI)

ED 307 788   EC 220 297

Durden, William G.
The Development of Educational Support Systems for the Academically
  Talented: The Talent Search Concept and Discussant Reactions.
Pub Date: Mar 88
Note: 29p.; In: Dreyden, Julia I., Ed.; And Others. Developing Talent
  in Mathematics, Science and Technology: A Conference on Academic
  Talent (Durham, North Carolina, March 28-30, 1988); see EC 220 285.
Language: English
EDRS Price: MF01/PC02 Plus Postage.
Pub Type: Speeches, Conference Papers, "Papers Presented at..." (150)
  -- Reports - Descriptive (Program/Project Descriptions) (141) --
  Opinion/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS: Academically Gifted; Elementary Secondary Education;
  Higher Education; Mathematics Education; Program Development;
  Science Education; *Talent Development; *Talent Identification
  The Johns Hopkins University Center for the Advancement of
Academically Talented Youth and Duke University's Talent
Identification Program are used as examples in this examination of
the development of educational support systems in the
identification and education of mathematically, scientifically, and
verbally able youth. The educational support systems consist of
four key initiatives: (1) a program policy statement; (2) an annual
talent search and recognition program for seventh-grade students in
public, independent, and parochial schools; (3) supplemental
academic programs for precollege-age youth; and (4) a research
agenda. Academic program support involves coordination with
regular school programs to provide credit or advanced placement.

By-mail programs, an advising and advocacy service, international
initiatives, young students' classes, minority outreach and access,
consultation services, student/teacher recognition and training,
and a parent outreach network. A reaction to the paper by Stephanie
Marshall discusses fundamental philosophical premises of talent
search programs and describes the Illinois Mathematics and Science
Academy, a 3-year residential school for gifted students. In
addition, John Cooper offers observations on talent identification
and education.

ED 307 412 CE 052 475

Norton, Robert E.
Competency-Based Education for Administrators.
PUB DATE- 11 Jun 89
NOTE- 11p.; Paper presented at the Canadian Vocational Association Conference (Toronto, Ontario, June 11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; Competence; *Competency Based Education; Educational Needs; Educational Research; *Instructional Materials; Learning Activities; *Learning Modules; *Material Development; Postsecondary Education; Research Utilization; Staff Development; *Vocational Directors

Because of an expressed need for staff development for vocational education administrators, research was conducted to identify and verify the competencies needed by vocational administrators; competency-based modularized materials were developed to address those competencies; and a variety of competency-based training program strategies were devised and implemented in several states. The initial identification of competencies was based upon input from 11 experienced vocational administrators and the results of a literature search and review. The initial task statements formulated in the process were submitted to a select national group of 130 administrators for verification. The competencies were then clustered into 30 groups for materials development purposes. A four-stage development process was used to prepare the modules: (1) preparation of a module prospectus; (2) preparation of a field-review version; (3) preparation of a field-test version; and (4) preparation of the published edition. As a result, 34 modules and 15 guides were developed. Each module covers a single broad competency or skill area needed by administrators. They feature a variety of learning activities that allow skill learning and application in practice and a final demonstration of the competency in an actual administrative situation. The modules can be used in preservice or inservice workshops, graduate courses, internships, and other programs. The guides contain a large amount of cognitive material for leadership personnel. (KC)

ED 307 426 CE 052 492

Buzzell, Charles H.
Critical Issues in Reauthorization. Issue Paper.
American Vocational Association, Alexandria, VA.
PUB DATE- 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Adult Education; Economically Disadvantaged; *Educational Legislation; Federal Aid; *Federal Legislation; Postsecondary Education; *Program Improvement; Public Policy; Secondary Education; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; *Reauthorization Legislation

H.R. 7, the Applied Technology Education Amendments of 1989, would reauthorize the Carl D. Perkins Vocational Education Act through fiscal year 1995. Among other improvements, H.R. 7 strengthens support for personnel development, articulation, career guidance and counseling, consumer and homemaking education, and the national data system. However, H.R. 7 departs radically from the Perkins Act in some major strategies it has chosen to advance program improvement and improve access. Five strategic flaws in the proposal must be corrected before passage of final legislation. If federal legislation is to achieve the national objective of preparing an economically competitive work force, it must provide for (1) program improvement funds that are equitably distributed throughout the enterprise; (2) set-asides that reserve monies to enable students who cannot participate in regular programs to receive services that treat the conditions hindering their participation; (3) treating academic disadvantagement as a key variable in the funding formula; (4) strengthening state capacity to assist and guide local implementation of the law; and (5) national leadership and assistance from the U.S. Office of Vocational and Adult Education. (YLB)

ED 307 472 CE 052 599

Vaughan, Gary L.
Directives Relatives a l'Elaboration de Programmes de Conseil en Gestion pour Petites Entreprises (Guidelines for Management Consulting Programs for Small-Scale Enterprise). Appropriate Technologies for Development. Peace Corps Information Collection & Exchange Manual Series No. M-29.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Sep 86
NOTE- 245p.; Translated by Dominique Carton. For an English version, see ED 241 774. For a Spanish version, see CE 052 597.
LANGUAGE- French
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Translations (170)
DESCRIPTORS- Annotated Bibliographies; *Business Administration; Case Studies; Check Lists; *Developing Nations; Entrepreneurship; Foreign Countries; French; Guidelines; Instructional Materials; Postsecondary Education; Program Descriptions; Program Guides; Questionnaires; Records (Forms); Rural Areas; *Rural Development; Rural Education; *Small Businesses; Technical Assistance; Volunteers; Volunteer Training
IDENTIFIERS- Peace Corps

Written in French, this manual is designed to assist management consultants in working with small-scale entrepreneurs in developing countries. Addressed in an overview of the small-scale enterprise (SSE) are the role of the SSE in Third World development, problems of SSEs, and target firms. The second chapter deals with various forms of management assistance to SSEs, including general considerations in management consulting and program approaches to SSE management assistance. Examined in a discussion of management assistance to target firms are the implementation experience of the Tulua Management Consulting Program in Colombia, guidelines for seminars for SSE managers and employees, suggestions for providing consulting assistance to target firms, and work related to management consulting. Appendixes to the manual include sample seminar and teaching aids, aids for conducting a management consultancy, and resources for management consulting to SSEs. (CML)

ED 307 500   CE 052 629

Mukai, Masaaki; Kobayashi, Ryozo
TV Trouble-Shooting Manual. Volumes 7-8. Part 3: Synchronisation and Deflection Circuits. Student and Instructor's Manuals.
International Labour Office, Islamabad (Pakistan). Asian and Pacific Skill Development Programme.
REPORT NO.- ISBN-92-2-106821-8; ISBN-92-2-106918-4
PUB DATE- 88
NOTE- 107p.; For related manuals, see CE 052 625-633.
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland (volume 7--$6.50; volume 8--$7.00; complete set: ISBN-92-2-106780-7).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Vocational Education; *Electric Circuits; *Equipment Maintenance; Postsecondary Education; *Repair; *Television Radio Repairers; *Video Equipment
IDENTIFIERS- *Troubleshooting

These volumes are, respectively, the self-instructional student manual and the teacher manual that cover the third set of training topics in this course for television repair technicians. Both contain identical information on synchronization and deflection circuits, including sections on the principle of synchronized deflection, synchronization circuits, vertical deflection circuits (VDCs), horizontal deflection circuits (HDCs), surrounding circuits of the horizontal deflection circuits, and pincushion circuits. Functional block diagrams and circuit diagrams are included. (CML)

ED 307 620 CS 211 798

Greene, Brenda M.
Paths to Empowerment: Problem Identification and Resolution Strategies of Basic Writers.
PUB DATE- 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Higher Education; Miscue Analysis; Protocol Analysis; *Writing Processes; Writing Research
IDENTIFIERS- *Basic Writers; *Basic Writing; Empowerment; Text Factors; Writing Strategies

A study examined the revision strategies of basic writers. Subjects, one female from Guyana, one from Belize, and one African-American student from New York, were identified as "basic writers" based on performance on minimum competency writing tests. Subjects had their think-aloud protocols recorded as they read and revised a text. Transcripts were analyzed for evidence of miscues, were categorized according to the standards students use in evaluating expository text, and were analyzed to determine correlations between the perceptions of how the subjects improved the text and what they actually did as they read the texts. Results indicated that (1) basic writers' miscues are not related to how they read with the intention of improving texts; (2) basic writers can identify and propose solutions to problems at the lexical, syntactical, and semantic levels of discourse; and (3) basic writers' perceptions of their writing processes correlate with what they actuallly do as they compose and read texts. (Seventeen references and two appendixes of data are attached.) (RS)

ED 307 696   EA 021 020

Folger, John
Three Policy Relevant Findings from Project STAR.
PUB DATE- Mar 89
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). For related document, see EA 021 021.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at...." (150)
DESCRIPTORS- *Academic Achievement; *Class Size; *Cost Effectiveness; *High Risk Students; Primary Education; *Small Classes; *Socioeconomic Influences; Standardized Tests
IDENTIFIERS- *Project STAR

This paper addresses three questions policymakers may have concerning the results of the Project STAR data. First, when reducing class size, is there a "turning point" at which class size reductions lead to increased gains in student achievement? Second, do small classes help low socioeconomic status "at risk" students more than they help high socioeconomic status students? Third, what is a useful way of determining whether the gains from reducing class size are worth the costs involved? Appended are four tables summarizing standard achievement test scores. (SI)

ED 307 398 CE 052 438

Markley, O. W., Ed.
Preparing for the Future of the Workplace. Volume II: Analytical Studies.
Institute for Strategic Innovation, Clear Lake Shores, TX.; North Harris County Coll., Houston, Tex.
SPONS. AGENCY- Texas State Higher Education Coordinating Board, Austin. Div. of Community Colleges and Technical Institutes.
PUB DATE- Jun 88
NOTE- 155p.; For related documents, see ED 293 001 and CE 052 437-439.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Coordination; Dislocated Workers; *Economic Development; *Educational Cooperation; Educational Planning; Educational Technology; Employment Patterns; Females; Futures (of Society); *Information Technology; Minority Groups; Postsecondary Education; Role of Education; Statewide Planning; Technical Education; Technical Institutes; *Technological Advancement; Two Year Colleges; *Vocational Education

This volume is the second of three reporting research that is intended to help postsecondary occupational education deans and directors become able to plan more strategically for using new instructional technologies to meet emerging needs. The document contains the findings from three background studies in three chapters. "Emerging Information Technologies of Significance for Postsecondary Occupational Education" (Christopher J. Dede) is divided into two parts. Part 1 presents two scenarios that demonstrate the technical advances, with 94 references. Part 2 discusses the functions that are emerging as the result of work in the information technologies. These are divided into three themes: knowledge representation, user interfaces, and computer-supported work. Then, the hardware evolution that will support the implementation of these capabilities is summarized. The next chapter is "Technology-Related Occupational Displacement and Training Needs, Especially among Women and Minorities" (Karla M. Back, O. W. Markley). It defines job displacement and technology-related changes in occupations, explores causes of job displacement and costs of technology-related job displacement, and addresses considerations and options for the future, concluding with 23 references. "Public-Private Initiatives as a Policy Option for Improving Occupational Education" (Paul C. Fama, Karla M. Back, O. W. Markley) analyzes how collaboration could be used for new initiatives that link economic development and vocational education planning. A 25-item bibliography is included. (YLB)

ED 307 441 CE 052 518

Talking Union 1-on-1. Conducting Surveys to Guide Collective Bargaining and Internal Organizing Activities.

American Federation of Labor and Congress of Industrial Organizations, Washington, D.C.

PUB DATE- 86
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; *Collective Bargaining; *Data Collection; Employer Employee Relationship; Labor Relations; *Material Development; *Questioning Techniques; *Surveys; *Unions

This booklet describes how the effectiveness of a one-on-one internal labor union organizing effort can be improved by incorporating an organizing survey within the one-on-one canvassing process. It also explains how collective bargaining strategies can benefit from the inclusion of a survey of the bargaining unit. To explore these applications of opinion surveys, the booklet explains how surveys differ from but often complement other sources of information gathered by union officials. It also explains why certain scientific requirements must be handled separately from other organizing or bargaining activities, if that advantage is to be maintained. Taking a step-by-step approach, the booklet explains how to conduct an organizing survey within an overall one-on-one canvassing effort. The text in each section discusses organizing surveys and how to conduct them. Section topics include: (1) clarifying the questions the survey needs to answer; (2) questionnaire design; (3) sampling plan; (4) data collection; and (5) data analysis and reporting of survey results. The secondary discussion of collective bargaining surveys takes place at the end of each section, where any important differences in approach are explained. Examples of three types of questionnaires are provided in the appendixes. (KC)

ED 307 486   CE 052 613

Hanson, Bradley D.
Water and Sanitation Technologies: A Trainer's Manual. Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-32.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Mar 85
NOTE- 349p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Design Requirements; Developing Nations; Disease Control; *Drinking Water; Earth Science; Environmental Education; Environmental Technicians; Extension Agents; Extension Education; Guidelines; Physical Environment; Postsecondary Education; *Public Health; Rural Development; Rural Education; Sanitary Facilities; *Sanitation; Sludge; Solid Wastes; Vocational Education; Volunteers; *Volunteer Training; Waste Water; Water Pollution; Water Quality; *Water Resources; Water Treatment
IDENTIFIERS- Peace Corps

This guide, which includes an outline of 222 hours of technical training integrated with training in community organization techniques, is intended for trainers who prepare Peace Corps water and sanitation technicians and engineers for field service. The training program developed by the guide covers these subject areas: community development, project management, general construction, environmental sanitation, and water resource development. The introduction explains the document and the responsibilities of trainers. Subject-matter areas, the session(s) in which each is taught, and the number of training hours spent on each area are listed. Program goals and behavioral objectives for each subject-matter area are listed, and a suggested block schedule for the training sessions appears. Most of the document consists of the lesson plans for 44 training sessions. The lesson plan for each session consists of information on time, behavioral objectives, printed resources, necessary materials, number of facilitators or trainers, step-by-step procedures to be implemented, and tips for the trainers for successful completion of the session. Suggested ancillary information for the trainer (such as information to be conveyed by a lecture) is provided. Two assessment instruments, "Session Assessment" and "Critique Sheet for Trainers Using This Manual," appear in the guide, along with a list of 14 recommended textbooks and a 22-item bibliography. (CML)

ED 307 515 CG 021 675

Kochanek, Kenneth D.
Induced Terminations of Pregnancy: Reporting States, 1985 and 1986.
National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.
REPORT NO.- DHHS-PHS-89-1120
PUB DATE- 28 Apr 89
NOTE- 35p.; For the 1984 report, see ED 288 114.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Abortions; *Age Differences; *Educational Attainment; *Marital Status; *Pregnancy; *Racial Differences; Rural Urban Differences

This report on induced terminations of pregnancy is based on information reported to the National Center for Health Statistics by 13 states (Colorado, Indiana, Kansas, Missouri, Montana, New York, Oregon, Rhode Island, South Carolina, Tennessee, Utah, Vermont, and Virginia) in 1985 and 1986. Findings are reported which show that: (1) there were 298,719 abortions reported by the 13 states in 1986; (2) the abortion rate of 347.2 abortions per 1,000 live births in 1986 decreased from the 1985 rate; (3) decreases were greatest among white married women in most age groups; (4) the 1986 abortion ratio for black women was 2.2 times that for white women; (5) the median age of abortion was higher for blacks than for whites, but the age at which the greatest number of abortions occurred was the same for whites and blacks (21 years); (6) highest abortion rates were for the youngest and oldest women; (7) both black and white married women had lower abortion ratios than did unmarried women of the respective race groups; (8) for white women, induced abortion ratios decreased with increasing educational attainment, but for black women, ratios increased with increasing education attainment; (9) approximately one-half of women having abortions in 1986 had no previous live births and approximately 60% never had a prior abortion; (10) the median duration of gestation was 9.1 weeks for women aborting in 1986, being longer for black women than for whites, longer for less educated women, and longer for out-of-state residents than for in-state residents; (11) suction curettage was the procedure used in 96% of abortions reported in 1986 and complications were reported in less than one percent of all abortions; and (12) abortion ratios among women residing in metropolitan areas were 2.5 times those among nonmetropolitan residents. One figure and 21 data tables are included. (NB)

ED 307 543 CG 021 713

Sullivan, Linda A.

The Relationship between Social Support, Interaction Quality, and Intimacy.

PUB DATE- Mar 89
NOTE- 10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (60th, Boston, MA, March 30-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; Higher Education; Interpersonal Relationship; *Intimacy; *Social Support Groups; Well Being

This study examined social support within the context of social interaction, looking at social support as a component of naturally occurring social interaction, exploring the amount of support reported as being actually received rather than the amount perceived as available, and analyzing the relationship between other components of social interaction (quality and intimacy) and social support. Seventy female and 54 male college freshmen completed a modified version of the Rochester Interaction Record on which they recorded any social interaction they had which lasted 10 minutes or longer for a period of 14 days. They reported the amount of social support they received, as well as the quality and intimacy of their interactions. The results showed that social support was moderately related to quality and intimacy. The findings suggest that various aspects of social interaction, although related, appear to be distinct from each other. Researchers of social support should be careful to specify the social variable they are studying. (Author/NB)

ED 307 605 CS 211 633

Burriss, William
Storytelling: An Art for All. Focused Access to Selected Topics (FAST) Bibliography No. 9.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 4p.

CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Class Activities; Elementary Secondary Education; *Narration; *Story Telling; Student Participation; Teaching Methods
IDENTIFIERS- Oral Tradition

Focused on the oral tradition of storytelling, this annotated bibliography contains 29 references of articles and papers in the ERIC database. The first section of the bibliography lists sources on the diversity of approaches to what constitutes a story. Articles concentrating on ways of using stories to promote a more immediate and fulfilling encounter with literature for students are included in the next category. In the third section, various examples, models, and possible areas to be highlighted while encouraging students to share their stories are featured. The fourth category contains sources to be utilized for storytelling as a teaching technique. (MS)

ED 307 666   EA 020 909

Tompkins, Francine M.; And Others
The Identification of Factors Which Influence Interdisciplinary Collaboration within Educational Settings.
PUB DATE- Mar 89
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Administrators; *Attitudes; *College Faculty; *Cooperative Programs; *Educational Change; Higher Education; *Interdisciplinary Approach; Qualitative Research
IDENTIFIERS- *Ohio

Recent research suggests that a key educational reform step is developing interdisiplinary collaborative inquiry activities. Bringing together professionals representing diverse, interrelated disciplines yields a more thorough understanding of organizational systems. Despite widespread support for interdisciplinary collaboration (IDC), few projects are currently under way. This study aims to (1) discover faculty and administrator perceptions regarding factors influencing current IDC efforts at their institutions; (2) discover these groups' perceptions about factors most likely to promote future IDC activities; and (3) document current IDC activities within Ohio colleges and universities. The study selected 12 representative higher education institutions. Following completion of a questionnaire, 46 participating faculty/administrators were interviewed. A preliminary data analysis was made using qualitative methods. Results showed great diversity of opinion among faculty and administrators. There was, however, general agreement regarding the factors most important to promote future IDC efforts. Currently, administrative structure, the role of funding and institutional priorities, merit and formal recognition, and faculty attitude and autonomy were significant promotional factors. Organizational inhibitors included physical housing, special languages, and hierarchical status associated with various disciplines. Current IDC projects included research and grant projects, program development and delivery, governance committees, professional organization memberships, and activities such as joint authorship of books and articles. Future directions are discussed. Included are seven references and an appendix containing the study questionnaire. (MLH)

ED 307 680   EA 020 954

Maddaus, John
Residential Mobility and School Enrollment.
PUB DATE- Apr 87
NOTE- 43p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Stratton Mountain, VT, April 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Family Income; *Mobility; Racial Bias; *Residential Patterns; *School Choice; *Social Values; Socioeconomic Status; Student Behavior
IDENTIFIERS- *New York (Syracuse)

Executives on the move are not the only groups interested in incorporating school enrollment into their decisions about housing choices. This paper examines this question and three others involving (1) types of families considering school enrollment in making housing decisions; (2) the criteria entering into parents' decisions; and (3) the implications for public policy and educational practice. The paper uses data collected as part of a study of elementary school enrollment by families in Syracuse, New York. Since the study's primary goal was to understand parental perspectives concerning school choice, the research method was both qualitative and field-based. Indepth interviewing was selected as the most efficient data collection method. Five predominantly white neighborhoods, ranging from low income to upper-middle income, were selected, and 39 families were interviewed. Results show that parents with financial means can and frequently do consider school enrollment while making housing decisions, whereas families with very limited incomes are prevented by limited housing options from doing likewise. Furthermore, those who do consider schools act on a wide range of criteria. Finally, given the presence of tacit assumptions about schools and the relative difficulty of obtaining some kinds of school information, even relatively affluent families may base their decisions on incomplete or inaccurate information. Many white middle-income parents consider themselves unprejudiced, but perceive the presence of black and poor students as undesirable. One reason that parental choice of schools has been seldom implemented is that most affluent families have already exercised choice by means of their housing choices. Also, school desegregation advocates may fear "white flight." Included are 4 appendices (tables) and 16 references. (MLH)

ED 307 730 EC 212 517

Wilkinson, David
AISD Gifted/Talented Programs, 1986-87: AIM High, Secondary Honors. Executive Summary.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-86.46
PUB DATE- Apr 88

NOTE- 38p.; For related documents, see EC 212 516-518. A paper presented at the Annual Conference of the American Educational Research Association was based on this document (New Orleans, LA, April 5-9, 1988).
Language- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; Elementary Secondary Education; Ethnic Groups; Inservice Teacher Education; Program Descriptions; *Program Development; Program Evaluation; *Program Implementation; Student Educational Objectives; Talent Identification
IDENTIFIERS- *Austin Independent School District TX

The document contains the annual report (1986-87) of the Austin (Texas) Independent School District's gifted and talented program. The elementary program, AIM High, and the Secondary Honors program are reported to have served over 10,000 students during the year at a cost of $47 per student. Major activities of the year included: continuing implementation of the 5-year plan for reorganizing the gifted program, improved record keeping by the Office of Gifted Education, initial implementation of the Bilingual Gifted Program, higher than expected achievement by AIM High students in both reading and mathematics. Program data are presented to answer the following questions: How were students identified for the gifted and talented program? How satisfactory has the identification process been? How many students were served by the AIM High program? How many students were served by the secondary honors program? How were the elementary gifted classes organized, and how often did they meet? What staff development activities were conducted? What did people think about the AIM High program? What were the achievement levels of elementary gifted students? How much did the gifted and talented program cost? What were the Office of Gifted Education's major accomplishments and shortcomings in 1986-87? Attached are the districtwide survey results about AIM High. (SB)

ED 307 745 EC 212 050

Resources on Supporting People with Extensive Health Needs in the Community.
Syracuse Univ., NY. Center on Human Policy.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 88
NOTE- 89p.; Portions of this document are printed on colored paper.
CONTRACT- [illegible]
GRANT- [illegible]
AVAILABLE FROM- Syracuse University, Center on Human Policy, Research and Training Center on Community Integration, 724 Comstock Ave., Syracuse, NY 13244-4230 ($4.15).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Community Programs; *Health Services; Information Sources; *Normalization (Handicapped); *Physical Disabilities; *Resources; *Special Health Problems

The document is intended to help states and local communities locate resources to support children and adults with extensive health needs in the community. An overview article, titled "Supporting People with Medical and Physical Needs in the Community," by Bonnie Shoultz and Julie Ann Racino, identifies principles for community integration, highlights best practices in this area, and examines selected issues based on literature and experience. A second article, by Pam Walker, is titled "Family Supports for Children with Severe Disabilities and Chronic Illnesses in Maryland." It reports on good practices at three Maryland service sites and discusses key family support issues and practices. The third article, "Supporting Adults with Severe Disabilities in the Community: Selected Issues in Residential Services" (Racino and Walker), examines key issues raised by an individualized approach to supporting adults with extensive health needs. Such issues include size of setting, heterogeneity versus choice in roommates, and rigidity versus flexibility of supports. Also included are an annotated listing of 17 print resources, descriptions of services provided by six major organizations dealing with home and community-based services, and descriptions of 10 agencies, programs, and regional service systems for this population. (DB)

ED 307 759   EC 220 264

Racino, Julie Ann; And Others

The Service System's Hidden Places: Adult Homes and Room and Board Homes Housing People with Developmental Disability and Psychiatric Labels in Onondaga County. Final Edition.

Syracuse Univ., NY. Center on Human Policy.

Pub Date— Oct 88

Note— 21p.

Available from— Syracuse University, Center on Human Policy, Research and Training Center on Community Integration, 724 Comstock Ave., Syracuse, NY 13244-4230 ($3.90).

Language— English

EDRS Price - MF01/PC01 Plus Postage.

Pub Type— Reports - Evaluative/Feasibility (142)

Descriptors— Adults, *Disabilities, Group Homes, *Interagency Cooperation, Needs Assessment, *Placement, *Residential Programs

Identifiers— New York (Onondaga County)

The paper describes adult homes and room and board homes serving persons with disabilities in Onondaga County, New York. Visits were made to eight adult homes and five room and board homes. Briefly considered are ownership and licensing regulations, referrals, and admission criteria. Observations of the homes are offered. Concerns are raised about safety, lack of staff training, lack of coordinated screening of applicants, the high number of people living in each facility, location of homes in bad neighborhoods, the lack of privacy, the poverty of persons living in the homes, the inactivity that characterizes life in the homes, the lack of personal hygiene, and the tendency of people in these homes to disappear from the mental health and developmental disability systems. Recommendations include the following: referrals to these homes by agencies should stop; agencies should review each person placed in one of these facilities and develop an alternative placement plan; agencies should develop appropriate alternatives for people who are now referred to these homes; and agencies should investigate a change in the way the State Supplemental Security Income Supplement is awarded. (DB)

ED 307 774 EC 220 203

Gustavsson, Anders
Family, Society and Parental Responsibility.
Pub Date— Aug 88
Note— 13p.; Paper presented at the International Conference on Family Support (1st, Stockholm, Sweden, August 14-19, 1988).
Language— English
EDRS Price - MF01/PC01 Plus Postage.
Pub Type— Reports - Descriptive (Program/Project Descriptions) (141) -- Opinion Papers/Personal Viewpoints/Position Papers/Essays (120) -- Speeches/Conference Papers, "Papers Presented at..." (150)
Descriptors— Conflict Resolution, Counseling, Decision Making, Disabilities, Emotional Adjustment, Family Problems, Fathers, Foreign Countries, Individual Development, Interviews, Mental Retardation, Mothers, Parent Attitudes, Quality of Life
Identifiers— Sweden

The paper describes the conflict between parental responsibility for a handicapped child, particularly a retarded child, and the parents' other interests and concerns. Twelve parents (N=12) of retarded children were interviewed once and three families were interviewed several times over a 6-month period. Parents typically went through a period of trial and error before finding their own style of living with the handicapped child. Phases in this process typically involved discovery, meeting the new life situation, personal solution, and retelling. Mothers and fathers were often affected differently by the conflict between their own needs and the child's needs. Sample dialogue from the interviews is included to illustrate the study's conclusions. A third study, involving 8 of the original group, examined effects of group and family counseling. This study found that counselors were unable to give parents direct advice in finding suitable personal solutions, though parents were helped by a reduced sense of isolation, a deepened insight into their own family situation, and increasing awareness of resources for finding personal solutions. (DB)

ED 307 457 CE 052 576

Federal Personnel Policies and Practices--Perspectives from the Workplace. A Special Study. A Report to the President and the Congress of the United States.

Merit Systems Protection Board, Washington, D.C.

PUB DATE- 16 Dec 87

NOTE- 42p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adults; Employee Attitudes; Employer Employee Relationship; *Employment Practices; *Federal Government; *Government Employees; *Job Satisfaction; Merit Pay; *Personnel Management; *Personnel Policy; Work Environment

The 1986 Merit Principles Survey asked federal employees to share their opinions and experiences on a variety of issues. The survey queried a group of 16,651 employees that was representative of the full-time permanent work force in 22 of the largest federal agencies. Results showed that many federal employees held positive views of their jobs and that this viewpoint was increasing. Supervision accounted for at least some of these positive perceptions. A greater percentage of employees covered under specific pay-for-performance systems (Performance Management and Recognition System and Senior Executive Service) saw a link between performance and pay compared to those not covered. An overwhelming majority of supervisors reported that they take action to deal with problem employees. Over three-fourths of supervisors who took formal actions against employees that resulted in appeals to the Merit Systems Protection Board believed that the advantages of taking such actions outweighed the disadvantages. The incidence of prohibited personnel practices based on political affiliation was practically nonexistent. Employees expressed concern about such issues as perceived negative image of the federal employee; disparity of compensation; and lack of correlation between written job elements and performance standards. (YLB)

ED 307 529   CG 021 690

Dilanian, Seta M.
The Scenario of an Unemployed Auto Worker.
PUB DATE- 16 Feb 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Behavior Change; *Career Counseling; Case Studies; Counseling Techniques; Individual Counseling; *Unemployment

This case study examined the effects of unemployment upon an unskilled 31-year-old male client who had been laid off his job as an assembly line automobile worker after 13 years. Instead of searching for employment the client was sleeping late, watching television, and spending time at a local tavern. The general hypothesis tested was that the client's avoidance behavior was correlated with his feelings of fatigue, possible incompetence, and insecurity. Clinical assessment tasks included introspective self-reports, completion of data charts, evaluation of records, role playing, and clinical observations. A behavioral contract was made in which the client attended a job interview and completed an application. The results indicated a marked difference between behavior patterns before clinical intervention and after in the manner in which the client viewed himself as well as his behavior patterns in seeking his goals. Each day the client looked for a job by logging the date, amount of time spent in searching, and the number of jobs applied for during the week. After a designated period of time set by the contract the client should progress to the next stage of retraining. (ABL)

ED 307 574 CS 009 592

Sensenbaugh, Roger

Reading Assessment in Elementary Education: Focused Access to
Selected Topics (FAST) Bibliography No. 27.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 6p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; Elementary Education; *Informal Reading Inventories; *Learning Disabilities; *Reading Achievement; *Reading Diagnosis; Reading Tests; *Standardized Tests

This 30-item annotated bibliography of documents concerning reading assessment in elementary education from the ERIC database, dating from 1983 to 1988, includes documents which give an overview of recent developments in reading assessment, presents standardized tests and alternative measures (including Informal Reading Inventories), and deals with assessment techniques for the learning disabled. (RS)

ED 307 652 CS 506 670

Hoffmann, Frank
Intellectual Freedom and Censorship: An Annotated Bibliography.
REPORT NO.- ISBN-0-8108-2145-1
PUB DATE- 89
NOTE- 244p.
AVAILABLE FROM- Scarecrow Press, Inc., 52 Liberty St., P.O. Box 4167, Metuchen, NJ 08840 ($27.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Censorship; Court Litigation; Freedom of Speech; Higher Education; *Intellectual Freedom; Journalism; Library Science; Mass Media; Moral Issues; Politics; Secondary Education
IDENTIFIERS- Controversial Topics; *First Amendment; Legal Precedents; Professional Concerns

Intended to act as a general introduction for high school and college students, this book presents an annotated bibliography of books, periodical articles, legal materials, and other documents dealing with the subject of intellectual freedom and censorship. The book is divided into five parts: (1) "The Theoretical Foundations of Censorship and Intellectual Freedom"; (2) "Key Court Cases Relating to Censorship and Intellectual Freedom"; (3) "Professions Concerned with Intellectual Freedom" (Journalism, Librarianship, and Politics and Government Service); (4) "Pro-Censorship/Anti-Censorship: Representative Individuals and Groups"; and (5) "Cases of Censorship in the Mass Media." The book concludes with a personal name index and a subject index. (MM)

ED 307 715 EA 021 045

Elliott, John

Academic and Action-Research: The Training Workshop as an Exercise in Ideological Deconstruction.

PUB DATE - Mar 89

NOTE - 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE - English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE - Speeches, Conference Papers, "Papers Presented at..." (150) - Reports - Research/Technical (143)

DESCRIPTORS - *Action Research; Elementary Secondary Education; Foreign Countries; *Program Development; *Program Improvement; Research Methodology; *Teacher Education; *Theory Practice Relationship

IDENTIFIERS - *Venezuela (Caracas)

The theory of action research is discussed in terms of how second-order action research can help theorists to clarify and deepen their understanding of action research. After a brief introduction, the paper examines methodological criteria governing a piece of action research conducted at an action research training workshop sponsored by the Central University of Venezuela in Caracas. The second section describes techniques for analyzing and collecting data about the facilitation strategies. The last section draws on diary entries by a participant in the program to demonstrate theorizing about action research through second-order action research. (SI)

ED 307 384 CE 051 575

Moss, Jeffrey W.
A Review of Activities in Internationalizing the Curriculum in Agricultural Education.
PUB DATE- 3 Dec 88
NOTE- 13p.; Paper presented at a meeting of the American Association of Teacher Educators in Agriculture (St. Louis, MO, December 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; *Agricultural Education; Curriculum Development; *Educational Improvement; *Global Approach; *Instructional Materials; *International Educational Exchange; International Programs; Program Effectiveness; Program Implementation; Program Improvement; Secondary Education; Student Organizations; *Vocational Education

Recommendations have been made for major curriculum changes in agricultural education, specifically agriculture programs at the secondary level. Suggested improvements include emphasis in agricultural science, agribusiness, marketing, management, and food production and processing. One change especially desired is placement of more emphasis on internationalizing the agricultural education curriculum. This paper reviews five programs developed for that purpose: (1) the National Council for Vocational and Technical Education in Agriculture; (2) Future Farmers of America International Programs; (3) Michigan State/North Carolina A&T University Project; (4) Texas A&M University's Instructional Materials Service Curricular Revisions; and (5) International Agriculture Course at Anderson Valley High School, Booneville, California. Each program is described and the impact of each is assessed. Sources for further information about each program are provided in footnotes to the report. (KC)

ED 307 559 CG 021 729

Gabriel, Roy M.; Salmon, Jennifer R.

Evaluating Technical Assistance to Drug-Free Schools Programs: Three Complementary Approaches.

Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Mar 89
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; *Drug Abuse; *Educational Assessment; Elementary Secondary Education; *Intervention; *Prevention; *Research Methodology; Resource Allocation

With the passage of the Drug-Free Schools and Communities Act in 1986 a regional technical assistance center program was expanded to train school teams, assist state educational agencies, assist local educational agencies and institutions of higher education, and evaluate and disseminate information on effective drug and alcohol abuse education and prevention programs. An evaluation system by Western Regional Center staff was developed to track the progress of "school teams" who were charged with developing and implementing action plans in their schools. The system consisted of three major components: a training evaluation component designed to assess the effectiveness of the Western Center's training and the progress made by local teams as a result of it; a mailed survey and profiling system designed to take an annual region-wide look at the progress of local programs; and a computerized, relational database used to manage information on Center clients, their programs, the Center's technical assistance efforts with them and supplementary resources the Center can make available to them. (The appendix includes the district and school profile forms.) (ABL)

ED 307 590 CS 009 668

Koppenhave, David; Jacoby, Monica, Ed.
Center for Early Adolescence Studies Adolescent Literacy.
North Carolina Univ., Chapel Hill. Center for Early Adolescence.
PUB DATE- 86
NOTE- 6p.; Best available copy.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Art Education; Cultural Enrichment; *Illiteracy; Intensive Language Courses; Intermediate Grades; Junior High Schools; Language Experience Approach; Program Descriptions; *Reading Instruction; *Remedial Programs; *Remedial Reading
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Learning to Read through the Arts Program

The extent and impact of adolescent illiteracy, brief descriptions of several successful programs designed to combat adolescent illiteracy, and a more detailed description of one of those programs are included in this collection of articles. The first article argues that while experts may disagree about the numbers of illiterate adolescents and the definition of literacy, no one can dispute the personal and social cost of functional illiteracy. The second article briefly describes the Kenosha (Wisconsin) Chapter I Language Experience Program, the Learning to Read through the Arts (LTRTTA) program, the Structured Teaching in the Areas of Reading and Language Arts (STAR) program, and the High Intensity Language Training (HILT) second language program. In all these programs, teachers help write the curricula, assess in-service and program needs, and select material. Program coordinators are all dynamic former teachers. The article contends that students find the classroom exciting, and that some go to great lengths to be able to participate in the programs. The third article describes the LTRTTA program in New York City in which students explore their feelings and ideas by creating art, are rewarded for doing so, and thus experience a feeling of competence which often carries over into their reading classes and into their overall academic performance. (RS)

ED 307 621 CS 211 803

Otto, Don H.
Romancing the Monuments.
Illinois Association of Teachers of English, Urbana.
PUB DATE- 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Eighteenth Century Literature; *English Instruction; *English Literature; *English Teacher Education; Higher Education; High Schools; Teacher Student Relationship; Teaching Methods; Writing Instruction
IDENTIFIERS- *Classics (Literature)

Now that senior high school English teachers are once more under pressure to teach literary masterpieces, they may find help in some of the practices of creative English teachers in the post-Sputnik era (1957-1963). Those practices worked. Not only did the kids meet great authors and their books, but the encounters were relatively painless. In fact, most kids and teachers enjoyed the experience. In the meantime, what happened in high school English classes met the demand of all those who sit in distant offices and render judgments on those who do the work. The practices included (1) having the teacher become part of the class and taking the students along on an adventure; (2) showing students what the teacher finds enjoyable in the literature; (3) challenging students to find things to like that the teacher has not seen; (4) inviting students to look in literature for relevance to their lives; and (5) helping them discover the universals in literary works. (MS)

ED 307 637 CS 211 898

Howard, Katrena C.
Writing Suggestions in Basal Reading Series and the Extent Teachers Follow Basal Suggestions for Writing.
PUB DATE- Apr 89
NOTE- 9p.; Paper presented at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, April 30-May 5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basal Reading; Classroom Research; Grade 5; Intermediate Grades; Language Arts; *Reading Writing Relationship; *Teacher Attitudes; Teacher Behavior; *Writing Exercises; Writing Instruction
IDENTIFIERS- Writing Assigments

In an attempt to determine the effectiveness of writing assigments in basal reading series and the extent to which teachers used the suggested writing assigments, four fifth grade teachers of reading and their classes were observed for 10 days. Although participants reported that they regularly included written composition in reading instruction, results of the study indicated that three of the four participants followed none of the basal suggestions and that one participant employed some of the basal writing suggestions. Examination of the basal reading series revealed that although reading lessons did contain suggestions that might result in writing, the majority of writing activities were located in the enrichment section of the lessons. In addition, most lesson plan suggestions for writing activities did not state explicitly that the activity should be written; the teacher's manual provided little instruction for the teacher that would aid in guiding students through the writing process; and no suggestions for evaluating students' writing were contained in the writing suggestions. The four participants were consistent in their beliefs that students receive writing instruction in other classes such as English and spelling and that writing was not their responsibility as reading teachers. (NH)

ED 307 697 EA 021 021

Folger, John
Project STAR: Design and Measurement.
PUB DATE- Mar 89
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). For related document, see EA 021 020.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers. "Papers Presented at...." (150)
DESCRIPTORS- *Academic Achievement; *Class Size; Educational Legislation; Primary Education; Program Design; *Program Development; *School Districts; *Small Classes; Teacher Student Ratio
IDENTIFIERS- *Project STAR; Tennessee

The Tennessee Legislature sponsored a study on the effects of class size (Project STAR). The design and measurement techniques of this study are discussed. The establishment of the basic elements of the design is examined, followed by the recruitment of schools and school systems to participate in the study. The process of setting up smaller classes involved student achievement measures, teacher training, and selection of class type in order to provide objective cumulative effects. Appended are three references and a table of the basic design of Project STAR. (SI)

ED 307 789 EC 220 298

AUTHOR Jordan, June B., Ed.
TITLE Special Education Yearbook, 1988.
INSTITUTION Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO ISBN-0-86586-185-4
PUB DATE 89
NOTE 109p.; Tables may not reproduce well due to small print. For the 1987 edition, see ED 292 262.
CONTRACT 400-84-0010
AVAILABLE FROM The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($10.00, $8.50 member price; Publication No. 330).
LANGUAGE English
EDRS PRICE MF01/PC05 Plus Postage.
PUB TYPE Reports - Descriptive (Program/Project Descriptions) (141) -- Numerical/Quantitative Data (110) -- Legal/Legislative/Regulatory Materials (090) -- Information Analyses - State of the Art Papers (070) -- ERIC Information Analysis Products (071)
DESCRIPTORS Awards; Court Litigation; Disabilities; *Educational Legislation; *Educational Policy; Educational Trends; Elementary Secondary Education; Employment Patterns; Federal Government; Foreign Countries; Incidence; Policy Formation; *Special Education; State Government; Statistical Data; Trend Analysis
IDENTIFIERS Canada

ABSTRACT

This yearbook contains information on federal policy actions, state policy, important reports, statistical data on exceptional students served and personnel employed, and directory listings of key offices, officials, and organizations concerned with special education. Generally, the yearbook covers reports issued from July 1987 through June 1988. Several information papers are provided on: federal legislation; judicial decisions; the executive summary of the Tenth Annual Report to Congress on the Implementation of the Education of the Handicapped Act, 1988; the status of handicapped children in Head Start programs; Special Education in Canada (1988); and the future of research in special education. The second section provides United States statistics on exceptional children served. Section III includes annual awards. Directory information is provided in Section IV including: United States Congress Committees related to the handicapped; Office of Special Education Programs; the Council for Exceptional Children; United States Directors of Special Education; United States Coordinators of Programs for the Gifted and Talented; and Canadian Senior Government Officials in Special Education. Fifty-eight tables provide a variety of statistical data concerning children served, their handicapping conditions, the educational environments utilized, reasons for exiting the educational system, and number of anticipated services needed. (JDD)

ED 307 413 CE 052 476

Norton, Robert E.
Performance-Based Teacher Education and Competency-Based Staff Development: Programs That Really Work.
PUB DATE- 11 Jun 89
NOTE- 28p.; Paper presented at the Canadian Vocational Association Conference (Toronto, Ontario, June 11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Competency Based Teacher Education; *Educational Needs; Instructional Materials; *Learning Modules; *Material Development; Postsecondary Education; Program Development; Research Utilization; Staff Development; Teacher Education; *Vocational Education Teachers
IDENTIFIERS- *Performance Based Teacher Education Modules

Because of a documented need for more and better trained vocational education teachers, including those from industry, an alternative approach to teacher preparation, called performance-based teacher education (PBTE), was developed. PBTE is an approach to instructor preparation in which (1) the training program is based on the competencies (specific job tasks) required of successful vocational and technical instructors, and (2) the instructor must not only obtain certain knowledge but is also required to demonstrate the essential teaching skills in an actual instructional situation. The modules provide essential elements and desirable characteristics for each skill area. They were developed following research on teacher competencies. The module development process was structured to ensure maximum involvement of persons representing all occupational areas who were actively engaged in vocational instructor preparation. The modules were designed to be used by individuals or groups of teacher-trainees or inservice instructors. They provide learning experiences that integrate theory and application and culminate with assessment, and they are flexible. The modules were field tested, revised, and retested. They are now in use in many college and universities as well as in staff development programs. (An overview of some of the programs in which the PBTE modules are being used is included in this paper.) (KC)

ED 307 427 CE 052 493

Seventeenth Evaluation Report 1987 and 1988.
Wisconsin State Council on Vocational Education, Madison.
PUB DATE- Feb 89
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; *Advisory Committees; Correctional Education; *Educational Planning; Educational Policy; Nursing Education; State Programs; *Statewide Planning; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; Job Training Partnership Act 1982; *Wisconsin

The results of selected Wisconsin Council on Vocational Education activities (and consequent recommendations) from July 1, 1986 through December 31, 1988, are reported, pursuant to the requirements of the Carl D. Perkins Vocational Education Act. In addition, the following sections also appear: (1) "Introduction"; (2) "Executive Summary"; (3) "Council Membership," which includes names, titles, and some photographs of the members of two councils that served during the time period covered; (4) "Council Mandates"; (5) "1988-90 Two-Year State Plan on Vocational, Technical, and Adult Education in Wisconsin"; (6) "Resolution: Opposition to Proposed Administrative Rule Change for Nurses," which includes the rationale for opposing a rule change that would have required registered nurses to have a baccalaureate degree; (7) "Recommendations: Marketing Vocational Education in Wisconsin"; (8) "Recommendations: Single Parents' Vocational Needs"; (9) "Commendations and Recommendations: Vocational Education in Wisconsin Correctional Facilities"; (10) "Commendations and Recommendations: Carl D. Perkins Vocational Education Act/Job Training Partnership Act Study"; (11) "Selected Council Activities"; and (12) "Appendix: Vocational, Technical, and Adult Education Coalition Summary of Consensus Positions," which lists 10 fundamental positions supported by the coalition and 3 that subsequently did not receive unanimous support. (CML)

ED 307 473 CE 052 600

French, Kenneth M.
Elevage Pratique de la Volaille (Practical Poultry Raising). Appropriate Technologies for Development. Peace Corps Information Collection & Exchange Manual Series No. M-30.
TransCentury Corp., Washington, D.C.
SPONS. AGENCY- Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Sep 86
NOTE- 298p.; Translated by M. C. Vieh. For an English version, see ED 241 771. For a Spanish version, see CE 052 602.
CONTRACT- 79-043-0129
LANGUAGE- French
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Translations (170)
DESCRIPTORS- Agribusiness; *Agricultural Education; *Agricultural Production; Agricultural Skills; *Animal Husbandry; Annotated Bibliographies; Developing Nations; Equipment Utilization; Evaluation Criteria; Extension Education; Facility Guidelines; Farm Management; Financial Support; Foreign Countries; French; Guidelines; *Livestock; Marketing; Money Management; Nutrition; Postsecondary Education; *Rural Education; Vocational Education; Volunteers; *Volunteer Training
IDENTIFIERS- Chickens; Peace Corps; *Poultry

Written in French, this manual is designed to provide development workers with the information and tools needed to begin or to improve poultry production. Covered in the individual chapters are the following topics: the nature and scope of poultry production, assessment of local poultry selections, basic information about chickens, country chickens, poultry husbandry, housing and equipment, maintenance of chicken health, feed and nutrition, poultry marketing and finances, and poultry extension. Appendixes to the manual include an examination of housing designs, discussions of poultry other than chickens, farmer-specific assessment criteria, a feed formulation chart, feed requirements, and a 19-item bibliography. A glossary concludes the manual. (CML)

ED 307 501 CE 052 630

Mukai, Masaaki; Kobayashi, Ryozo
TV Trouble-Shooting Manual. Volumes 9-10. Part 4: Chroma-Signal Reproduction Circuit. Student and Instructor's Manuals.
International Labour Office, Islamabad (Pakistan). Asian and Pacific Skill Development Programme.
REPORT NO.- ISBN-92-2-106822-6; ISBN-92-2-106823-4
PUB DATE- 88
NOTE- 92p.; For related manuals, see CE 052 625-633.
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland ($6.00 each volume; complete set: ISBN-92-2-106780-7).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Vocational Education; *Electric Circuits; *Equipment Maintenance; Postsecondary Education; *Repair; *Television Radio Repairers; *Video Equipment
IDENTIFIERS- *Troubleshooting

These volumes are, respectively, the self-instructional student manual and the teacher manual that cover the fourth set of training topics in this course. Both contain identical information on the chroma signal reproduction circuit, including a block diagram of a chroma signal reproduction circuit and sections on the bandpass amplifier circuit, the color synchronization circuit, the chroma signal demodulation circuit, the color matrix and output circuit, and the chroma signal processing circuit by inductive coupling. Circuit diagrams and block diagrams are included. (CML)

ED 307 544 CG 021 714

Sullivan, Linda A.
Social Interaction: The Reciprocity of Social Support.
PUB DATE- May 89
NOTE- 9p.; Paper presented at the Annual Meeting of the Iowa Conference on Personal Relationships (2nd, Iowa City, IA, May 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; Higher Education; Interpersonal Relationship; *Sex Differences; *Social Support Groups
This study examined social support as a component of naturally occurring social interaction, focusing on the provision and receipt of support and examining sex differences in support exchange. Seventy female and 54 male college freshmen completed a modified version of the Rochester Interaction Record on which they recorded any social interaction they had which lasted 10 minutes or longer for a period of 14 days. The results showed that females reported receiving more support than did males. Females also reported providing more support than did males. Correlations showed that the rate of support exchange was reciprocal: the more support provided, the more received, for both males and females. Results specifically addressing the perceived amount of support exchange showed that where there was an imbalance between the receipt and provision of support, it was due to more support being received than was provided. This imbalance only occurred during interactions with the opposite sex, for both males and females. (NB)

ED 307 606 CS 211 634

Shermis, Michael
Word Processing and Writing Instruction. Focused Access to Selected Topics (FAST) Bibliography No. 10.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 6p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Computer Assisted Instruction; Computer Software; *Editing; Elementary Secondary Education; Teaching Methods; *Word Processing; *Writing Instruction; *Writing Processes

Synthesizing research on writing instruction using word processors, this annotated bibliography contains 28 references of articles and papers in the ERIC database. The first section includes strategies, techniques, exercises, activities, and ideas on how to use time on a word processor most effectively. Articles and papers discussing the numerous benefits of word-processor use, including motivating students to spend more time on task and encouraging changes and rewriting, are presented in the section. The resources in the last section will be helpful in selecting word-processing programs and other kinds of instructional software. (MS)

ED 307 760 EC 220 265

AUTHOR Bogdan, Robert
"We Care for Our Own": Georgia Citizen Advocacy in Savannah and Macon.
Syracuse Univ., NY. Center on Human Policy.
SPONS AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Dec 87
NOTE- [illegible]
CONTRACT- [illegible]
AVAILABLE FROM- Syracuse University, Center on Human Policy, Research and Training Center on Community Integration, 724 Comstock Ave., Syracuse, NY 13244-4230 [illegible].
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Foster Care; Advocacy; Community Programs; *Developmental Disabilities; *Foster Care; Friendship; Helping

Relationship; Placement; *Severe Disabilities; State Programs
IDENTIFIERS- Georgia

The report describes the Georgia Citizen Advocacy program which links developmentally disabled persons with persons in the community who will look out for their interests. The program is commended for its emphasis on development of "advocate/protege" relationships which are often just the starting point for involving the disabled individual in a network of relationships. Three specific relationships are highlighted in the report. Conclusions include the following: the program capitalizes on aspects of Georgia culture such as neighborliness, helping your own, and independence; the staff's close relationship to the community is an important aspect of the program's success; a relationship between a disabled and nondisabled person is likely to expand to other relationships in the community; strong ideological commitment by an agency is likely to improve the quality of life for disabled persons; and people in meaningful relationships with disabled persons grow to take them for granted and derive gratification from them. (DB)

ED 307 775 EC 220 284

Bouvet, D.
The Use of Minitel by the Deaf Population, for Communication, Public Information Services.
PUB DATE Sep 88
NOTE 9p.; Paper presented at the World Conference of Rehabilitation International (16th, Tokyo, Japan, September 5-9, 1988).
LANGUAGE English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE Reports - Descriptive (Program/Project Descriptions) (141) -- Speeches/Conference Papers (150)
DESCRIPTORS *Deafness; Electronic Mail; Foreign Countries; *Speech Handicaps; Technological Advancement; *Telecommunications; *Telephone Communications Systems; *Videotex
IDENTIFIERS France; *Minitel
The paper reports on the development of videotex services appropriate for the communication needs of hearing-impaired and

speech-impaired persons in France. The videotex service, called Minitel, serves 3.3 million business and home users with approximately 5,000 services through the public telephone network and packet switching network. Minitel services include access to the ANNUAIRE data bank. Uses of Minitel by persons suffering from a hearing or speech impairment include communicating by means of text messages, utilizing the information services of Minitel, or utilizing special services made available on the system by regional organizations and associations of disabled users. Although deaf users have positive reactions to Minitel, only 10% of the deaf population are users due to such reasons as lack of information and fear of technology. Improved services and equipment as well as lower costs are needed to provide more complete access to videotex services for the disabled in France. (DB)

ED 307 399   CE 052 439

Markley, O. W., Ed.
Preparing for the Future of the Workplace. Volume III: Planning Materials for Educators.
Institute for Strategic Innovation, Clear Lake Shores, TX.; North Harris County Coll., Houston, Tex.

SPONS. AGENCY- Texas State Higher Education Coordinating Board, Austin. Div. of Community Colleges and Technical Institutes.
PUB DATE- Jun 88
NOTE- 79p.; For related documents, see ED 293 001 and CE 052 437-438.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Change Agents; Change Strategies; Community Colleges; *Economic Development; *Educational Planning; Educational Technology; Employment Patterns; Futures (of Society); *Information Technology; Needs Assessment; Postsecondary Education; Role of Education; Statewide Planning; Technical Education; Technical Institutes; *Technological Advancement; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Strategic Planning

This volume is the third of three reporting research that is intended to help postsecondary occupational education deans and directors become able to plan more strategically for using new instructional technologies to meet emerging needs. "Planning to Use Emerging Instructional Technologies: Some Useful Methods and Guidelines" (O. W. Markley, Christopher J. Dede, Karla M. Back) describes a relatively simple, but practical, method called "Advanced Back of the Envelope Planning" and two alternative approaches--Entry-Level Strategic Planning and Advanced Techniques for Strategic Planning and Management. The focus shifts to planning that uses instructional technologies, and practical tips and a more tightly focused planning model, a checklist, and 13 references follow. "Intelligence Information for Future-Responsive Planning and Management" (Christopher J. Dede, O. W. Markley) provides a method for developing the "intelligence" needed for effective management of change in public-private settings and a forecast of technological, economic, social, and political factors that will help the reader better understand the trends and issues likely to affect occupational education in the future. A list of 52 references is included. "A Survey of Deans and Directors of Postsecondary Vocational Education in Texas" (Karla M. Back, O. W. Markley) presents results of a needs assessment to determine what instructional technologies are now being used and what future needs are perceived by 29 (out of 50) deans and directors of postsecondary vocational education in Texas. (YLB)

ED 307 442 CE 052 521

Cooper, Deborah
Flexible Learning Opportunities and Special Educational Needs.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-097-0
PUB DATE- 88

NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accessibility (for Disabled); Access to Education; Adult Vocational Education; *Disabilities; Distance Education; Educational Methods; *Educational Needs; *Educational Opportunities; Educational Policy; Flexible Scheduling; Foreign Countries; *Nontraditional Education; *Open Education; Planning; Postsecondary Education; Special Programs
IDENTIFIERS- *Great Britain

Intended for staff working within British further, higher, and adult education, this document provides practical examples of how colleges have increased learning opportunities for students with special education needs through flexible practices. The document is organized into the following five sections: (1) an introduction, which explains four areas of flexibility (aims and content; characteristics and stages of development in learners; the learning process; and the method of assessment) that the document explores in relation to those with special needs; (2) "How Colleges Are Developing Flexible Learning Opportunities," in which examples are organized under headings that match the four areas of flexibility; (3) "Overcoming Barriers to Flexibility," which tells how colleges have worked to overcome hostile attitudes, lack of resources, time pressure, entry qualifications, the nature of assessment, and the lack of flexibility in relation to the curriculum; (4) "Developing Flexibility," which discusses three approaches to effecting change; and (5) conclusions and recommendations. The sections on overcoming barriers and developing flexibility each contain a checklist readers can use to decide whether the issues raised are relevant to their colleges. The document also includes a 21-item bibliography and six appendices that contain information about the flexible learning project that resulted in the document. (CML)

ED 307 516 CG 021 676

Perez-Selles, Marla E.; Hergert, Leslie F., Ed.
Support Services for At-Risk Youth. A Resource Packet.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 29p.
CONTRACT- 400-86-0005
AVAILABLE FROM- The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main Street, Andover, MA 01810 (No. 9507-09, $2.25, plus $2.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Elementary Secondary Education; *High Risk Students; *Potential Dropouts; Program Descriptions; Resource Materials; *Social Support Groups; *Student Needs

This resource packet describes programs that employ one of 13 different school strategies that support and assist students at risk of failing to complete school. A brief introductory section notes that approximately 25% of all students who enter elementary school will drop out of school before graduation. It reviews characteristics of dropouts, reasons for dropping out, and ways that teachers and school administrators can help these students stay in school. The remainder of the document describes 41 programs that schools, teachers, and community agencies can use as models in tailoring a program for their particular school community. The 41 programs are classified according to the strategies used: (1) academic support; (2) case management; (3) family crisis programs; (4) alternatives to suspension; (5) peer programs; (6) programs for non-English speaking students; (7) curriculum enhancers; (8) counseling; (9) teacher training; (10) health programs; (11) alternative schools/programs; (12) collaboratives; and (13) school mediation. Following a complete list of programs, the major features of each program are presented and contact information provided. The final section of the packet contains a list of selected resources and programs on alternatives in schooling. (NB)

ED 307 530 CG 021 692

Drug Traffic and Abuse in Schools: NSSC Resource Paper.
National School Safety Center, Sacramento, CA.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Oct 88
NOTE- 32p.; For earlier version, see ED 271 666.

GRANT- 85-MU-CX-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- *Adolescents; Alcohol Education; *Drug Abuse; Drug Education; Drug Use Testing; Educational Environment; Elementary Secondary Education; *Intervention; *Prevention; Smoking; *Substance Abuse; *Youth Problems

Drug abuse in schools, and to a lesser extent, alcohol and tobacco abuse, are the topics of this report. Discussions are provided in these areas: (1) prevalence of drug abuse; (2) student attitudes and beliefs; (3) drug laws and school rules; (4) student searches and drug testing; (5) drug epidemic reaching the very young; (6) tobacco abuse; (7) alcohol abuse; (8) marijuana abuse; (9) related problems of truancy, crime, and violence; (10) the war against drugs; and (11) drug abuse prevention and intervention strategies. These discussions include statistics and focus on recent developments. Five successful drug and alcohol prevention programs are profiled. Additional drug and alcohol abuse prevention and information resources are listed which include written information, toll-free numbers, and national organizations and contacts. Excerpts from the 1988 Gallup poll of the public's attitudes toward the public schools and other newspaper articles are included. (ABL)

ED 307 575 CS 009 607

Greif, Ivo P.
The Usefulness of Six Phonics Rules in Producing the Correct Pronunciation of Words in Trade Books and Reading, Science, and Social Studies Textbooks Used in the Third, Fourth, Fifth, and Sixth Grades. A Research Report.
PUB DATE- 88
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Content Area Reading; Elementary Education; Instructional Effectiveness; *Phonics; *Pronunciation; *Pronunciation Instruction; Textbooks; Vowels

IDENTIFIERS- Rule Application; Trade Books
A study investigated the usefulness of six different but related phonics rules used to pronounce words. The phonics rules examined are: (1) When two vowels are adjacent, the long sound of the first vowel is pronounced and the second is not; (2) When two vowels are separated by one or more consonants and one of the vowels is a final e, the long sound of the first vowel is pronounced and the final e is not; (3) When the only vowel in a one syllable word is not the last letter, the short sound is pronounced; (4) When the only vowel in a one syllable word is the last letter, the long sound is pronounced; (5) When two vowels are separated by two consonants which are not part of a digraph, the syllable division is made between the consonants; and (6) When two vowels are separated by one consonant or a consonant digraph, the syllable division is made before the consonant or digraph. Eighty texts were selected, ranging from third through sixth grade in reading, science, social studies, and trade books. Two sets of the equivalent of five pages of written text were randomly selected from each book. Words for each rule were identified. The appropriate rule was applied and whether the correct pronunciation (or correct syllabication) resulted was determined. Alternate pronunciations were considered equally correct. Utility percentages were calculated for each grade in each subject area, and for each subject area. Results indicated that all six rules should no longer be taught. (Nineteen tables of data are included, and 25 references are attached.) (MM)

ED 307 653 CS 506 674

Harmon, Mark D.
Featured Persons in Local Television News.
PUB DATE- 12 Aug 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Broadcast Television; Content Analysis; News Media; *News Reporting; Television Research
IDENTIFIERS- Local Media; Local News; *News Sources; News Stories; Ohio (Cincinnati); Television Networks; *Television News

Investigating persons viewed on local television news (other than anchors and reporters), a study examined 810 local television news stories from 1986 to 1987 from a national sample drawn from the files of a news consultant, and 543 stories (34 newscasts) from Cincinnati, Ohio, network affiliate newscasts in the summer of 1987. The unit of analysis was the individual news story. Featured persons (including elected and appointed public officials; heads of agencies, unions, and large businesses; and local or national celebrities or entertainers) were categorized as either known or unknown, and as being active in either the public or private sector. Findings revealed that, compared to national newscasts, local reports less frequently featured the quotes of "knowns," most notably the executive branch in the public sector. However, like national reporters, local television reporters had favorite sources who appeared frequently. (MM)

ED 307 667 EA 020 910

Short, Paula M.; Spencer, William A.
Principal Instructional Leadership.
PUB DATE- Mar 89
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Classroom Environment; *Instructional Leadership; *Principals; School Effectiveness; *School Policy; Secondary Education; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Alabama

Although the literature points to principals' central role in enhancing school effectiveness, the demonstration of a causal relationship between their instructional leadership and student achievement is difficult. Researchers have suggested that instructional leadership can influence teaching and classroom practices through the establishment of belief structures and school policies promoting an "academic press." Based on current research findings, this paper hypothesizes a tie between student perception of classroom environment, principal instructional leadership as perceived by teachers, and student performance. Specifically, the study attempts to determine if teacher perceptions of principals' instructional leadership strength relate to differences in student perceptions of classroom environment variables associated with effective teaching characteristics. The study used a sample of 16 public secondary schools throughout east Alabama. Measuring instruments included the Principal Instructional Management Rating Scale and the Classroom Environment Scale. Data were analyzed using standard multiple regression techniques. Results support the hypothesized relationship between classroom environment and principal instructional leadership. Teachers in classrooms where students perceived high cooperation levels see their principals as highly involved in supervising and evaluating instruction and communicating school goals. Surprisingly, students in schools whose principals are judged to be instructional leaders perceive their teachers as aloof and formal. Other results and implications are discussed. Researchers still do not understand how instructional leadership affects student achievement. (34 references) (MLH)

ED 307 681 EA 020 959

Cooper, Joanne E.; Dunlap, Diane M.
Journal Keeping as an Example of Successful Reflective Practice among Administrators in Government, Business, and Education.
PUB DATE- Mar 89
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administration; *Conceptual Tempo; *Diaries; *Journal Writing; *Leadership; *Supervision

This study investigates journal keeping as an example of successful reflective leadership and management practice among administrators in government, business and education. Twelve participants were identified through peer nomination as effective senior level administrators. Onsite observations and indepth interviews were conducted. Participants were asked to contribute any diary excerpts they felt comfortable sharing. Participants used several formats for their diaries--from computers to spiral bound notebooks--in a variety of settings, from the office to the bedside. The study concludes by explaining that journal writing provides administrators with the privacy they need to grapple with confidential issues, with a sorting mechanism useful in the naming and framing of problems, and with a calm place to stand amidst complex and rapidly changing environments. (JAM)

ED 307 698   EA 021 023

Hamm, Keith E.
The Evolution of State Legislative Education Committees: Independent Sources of Power or Parts of "Cozy Triangles"?
PUB DATE - Mar 89
NOTE - 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE - English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS - Educational Administration; Educational Development; *Educational Legislation; *Educational Planning; *Educational Policy; *Educational Practices; Elementary Secondary Education; Government School Relationship; Politics of Education

This paper examines the extent to which the potential exists for state education committees to become an integral part of the subgovernment process. Four general criteria were evaluated: (1) committee jurisdictional responsibility for education policy; (2) continuity of membership on committees; (3) the extent of representation of those "interested" in education policy on the education committees; and (4) the extent to which those "interested" on the committee and their allies control the setting of the legislative agenda. Evidence does not indicate that the committees are necessarily part of the subgovernment process, at least not when using the most restrictive definition. Appended are 12 tables and 29 references. (SI)

ED 307 716 EA 021 049

Strusinski, Marianne
The Provision of Technical Support for School-Based Evaluations: The Researcher's Perspective.
PUB DATE- Mar 89
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Decentralization; Elementary Secondary Education; Evaluation Methods; *School Based Management; *School Organization; *Teacher Administrator Relationship
IDENTIFIERS- *Dade County Public Schools FL

This paper presents one researcher's perspective in providing technical research support for the self-evaluation of 33 school-based management (SBM) schools in the Dade County Public Schools (DCPS) system of Florida. Background information on the DCPS and the SBM program is reviewed. A description of the evaluation process and analysis is provided. Valuable benefits were yielded to both the staff and the schools. This was demonstrated by a review of the anticipated and actual evaluation processes, an assessment of the process, and a discussion of the benefits. As a result of benefits to both the school and the staff who participated in the evaluation process, it was concluded that this model of evaluation should be maintained with minor adjustments. (SI)

ED 307 731   EC 212 518

Wilkinson, David; Luna, Natalie
Gifted/Talented: 1985-86 Final Technical Report.
Austin Independent School District, Tex. Office of Research and
  Evaluation.
REPORT NO.- AISD-ORE-85.41
PUB DATE- Sep 87

NOTE- 370p.; For related documents, see EC 212 516-517.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; Elementary Secondary Education;
  Ethnic Groups; Inservice Teacher Education; Program Descriptions;
  *Program Development; Program Evaluation; *Program Implementation;
  Student Educational Objectives; Talent Identification
IDENTIFIERS- *Texas (Austin)

The document contains the annual report (1985-86) of the Austin (Texas) Independent School District's gifted and talented program. Major achievements of the year include the following: continuing implementation of the 5-year plan for reorganizing the gifted education program; piloting of the AIM High Mathematics Program in 12 elementary schools; increasing selection of the team/grade level method of instructional delivery at the elementary level; development of a plan for a districtwide AIM High Science Program. Program data are presented to answer the following questions: What is the Austin Independent School District's gifted and talented program? What criteria were used for the identification of gifted students? How satisfactory has the identification process been? How many students were served by the gifted and talented program? How were gifted students at the secondary level served this year? How were gifted and talented classes organized, and how often did they meet? How much did the gifted and talented program cost? Did the Office of Gifted Education meet its goals for 1985-86? Appendices make up a major portion of the document and consist of information on the computerized student file used for program evaluation, details of the principal survey, the evaluator interview with the program coordinator, and program records. (DB)

ED 307 746   EC 220 251

Resources on Supported Employment.
Syracuse Univ., NY. Center on Human Policy.

SPONS AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jun 88
NOTE- 71p.
GRANT- G0085C03503
AVAILABLE FROM- Syracuse University, Center on Human Policy, Research and Training Center on Community Integration, 724 Comstock Ave., Syracuse, NY 13244-4230 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adults; Demonstration Programs; *Disabilities; *Employment Potential; Personal Narratives; Program Implementation; Resources; Sheltered Workshops; Work Experience Programs
IDENTIFIERS- *Supported Work Programs

The document is intended to help individuals, agencies, and states seeking information on supported employment for persons with disabilities. An introductory article (by Zana Lutfiyya, Pat Rogan, and Bonnie Shoultz) titled "Supported Employment: A Conceptual Overview," describes supported employment as an alternative to sheltered services and competitive employment and suggests implementation strategies including funding mechanisms. The next two articles--"From Sheltered Workshops to Supported Employment" (Michael Kennedy) and "Carl Gets a Job" (Jo Ward and Beth [illegible])--describe personal experiences in supported employment. Next, an annotated bibliography presents 45 print resources on supported employment. Citations provide bibliographic information, abstracts, and availability information. The last section presents a brief description of and contact information for nine supported employment services deemed exemplary. (DB)

ED 307 385 CE 051 753

Riesenberg, Lou E.; Lierman, Shannan R.
Perceptions of Administrators and Instructors Concerning Factors Influencing Vocational Agriculture Enrollment.
PUB DATE- 5 Dec 88
NOTE- 7p.; Paper presented at the National Agricultural Education Research Meeting (St. Louis, MO, December 5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Agricultural Education; Course Selection (Students); *Declining Enrollment; Educational Research; *Enrollment Influences; Secondary Education; State Surveys; Teacher Attitudes; *Vocational Education
IDENTIFIERS- Idaho

A study was conducted to determine the contribution of selected factors to the decline in enrollment in secondary vocational agricultural education programs in Idaho. It investigated the perceptions of 73 Idaho secondary school administrators and 81 vocational agriculture instructors toward the influence of the factors on enrollment. Data were analyzed using the Statistical Package for Social Studies, with subprograms, Frequency, Friedman's Two-way ANOVA, and Wilcoxon's Matched-pairs Signed-rank test. The 13 factors, identified from the literature as limiting vocational agriculture enrollments, were rated significantly differently as to their effect by respondents. The four factors rated as having the most limiting effect on enrollment were scheduling conflicts, change in students' interests and attitudes toward agriculture, competition with other elective courses, and academically gifted students guided away from vocational agriculture. The five factors rated as having the least limiting effect on vocational agriculture enrollment were the supervised occupational experience program requirement, vocational agriculture used as a dumping ground, inadequacy of tools and equipment, limited facilities for vocational agriculture students, and students living in urban areas. Administrators and instructors rated 6 of the 13 factors significantly differently. (YLB)

ED 307 458 CE 052 578

Pima County Employer Wage Survey, 1988. Arizona Labor Market Information.

Arizona State Dept. of Economic Security, Phoenix.

PUB DATE- 88
NOTE- 37p.; For related documents, see CE 052 579-581.
AVAILABLE FROM- Labor Market Information Publications, P.O. Box 6123, Phoenix, AZ 85005-6123.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Career Education; Employment Practices; *Fringe Benefits; Health Insurance; Insurance; Merit Pay; Overtime; *Personnel Policy; Retirement Benefits; *Salaries; Surveys; *Wages
IDENTIFIERS- *Arizona (Pima County)

This document contains Fall 1988 data on salary and benefits as provided by Pima County, Arizona, employers. A chart with wage data presents weighted hourly wage paid, hourly range, and weighted hourly range for each occupational title. Definitions of terms follow. Then, benchmark summary position descriptions (definitions) of the occupations are provided. Finally, a tabular report gives the replies from 32 private and public large employers to the fringe benefit questionnaire. These areas are covered: pay administration, work practices, retirement/pension, disability insurance, life insurance, medical insurance, dental insurance, and pre-tax. (YLB)

ED 307 487 CE 052 614

Clark, Mari; And Others
Technical Health Training Manual. Volume 1. Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-35a.
CHP International, Inc., Oak Park, IL.
SPONS. AGENCY- Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Mar 85
NOTE- 468p.; For volume 2, see CE 052 615.
CONTRACT- PC-284-1011
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Allied Health Occupations Education; Behavioral Objectives; *Community Cooperation; *Community Involvement; Delivery Systems; Developing Nations; Foreign Countries; *Health Education; Health Needs; Learning Activities; Learning Modules; Medical Services; Nursing Education; *Primary Health Care; Volunteers; *Volunteer Training

This manual is designed as a resource for trainers who provide preservice training, either in-country or state-side, to health specialists and generalists assigned to health projects at the community and clinical levels. The training is intended to assist the volunteer in developing knowledge and skill in the areas of primary health care and the complementary skills, knowledge, and attitudes necessary to work cooperatively with others. This volume contains the first four modules. Each module begins with a set of behavioral objectives and contains a sequence of sessions that address the specific context area. Each session follows this format: total time, overview, objectives, list of resources, a list of required materials, and procedures (a series of steps to follow to meet the objectives) with accompanying trainer notes. Handouts for trainees and trainer attachments (trainer resources) follow most sessions. Module titles (and representative session titles) are climate setting and assessment (sharing perspectives of health, general assessment); primary health care (delivery systems, role of the Peace Corps volunteer, factors affecting health, monitoring); community analysis and organization (deciding what to do about the community, learning about the community, working with the community); and health education (identifying priority health problems, writing objectives, instructional materials). (YLB)

ED 307 560 CG 021 730

Thomas, Carol F.
Forging New Partnerships: Collaboration in the Western Center for Drug-Free Schools and Communities Project.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
PUB DATE- 31 Mar 89
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alcohol Abuse; *Cooperative Programs; *Coordination; *Drug Abuse; Elementary Secondary Education; *Institutional Cooperation; Leadership; Shared Resources and Services

In order to meet its goals of developing and improving the capacity of state and local education agencies and institutions of higher education to prevent and eliminate alcohol and other drug abuse in the schools, the Western Center for Drug-Free Schools and Communities undertook collaboration with other groups to fight drug abuse. The staff of the Center were involved in network, cooperative, and collaborative working relationships to enable the Center to better identify the training and technical assistance needs of various groups, assure efficient use of limited funds, avoid unnecessary duplication of effort, and bring the best possible resources to bear on the alcohol and drug problem in schools and communities. The Center found that collaboration promoted wider involvement and sharper focus on the drug problem and allowed each community to tailor solutions to its own needs and populations. It was also found that the concept of collaboration is derived from political and philosophical assumptions relative to parity and involvement of clients in the decision-making process. Collaboration was found to imply a new institution or structure. Successful collaboration required awareness of organizational barriers and strategies to counterbalance them. Finally, collaboration required a common issue, activities, institutional support, skillful people, organizational structure, time and leadership. (ABL)

ED 307 622 CS 211 826

Shermis, Michael
Writing Apprehension. Focused Access to Selected Topics (FAST) Bibliography No. 33.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 89
NOTE- 6p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; *Computer Assisted Instruction; English Instruction; Higher Education; Secondary Education; Teaching Methods; *Writing Apprehension; Writing Difficulties; *Writing Instruction; Writing Research

This annotated bibliography contains 26 references on writing apprehension found in the ERIC database. The bibliography contains citations from the period between 1985 and 1989 and is divided into four sections. The first section lists sources of teaching ideas. Citations in the second section deal with the use of computers in alleviating writing apprehension. Articles and papers in the third section discuss writing apprehension in students with special needs. The last section presents references dealing with the latest research on writing anxiety. (MS)

ED 307 638 CS 211 906

Leahy, Peg
Summary of the Report on the Review of the "Writing to Read" Programs Implemented in the Kettering City Schools During the 1988-1989 School Year.
PUB DATE- Aug 89
NOTE- 10p.; For the 1986-1988 report, see ED 298 526.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Grade 1; Grade 2; Kindergarten; Language Arts; *Language Experience Approach; Parent Attitudes; Primary Education; Reading Comprehension; Reading Research; *Reading Writing Relationship; Teacher Attitudes; Writing Research
IDENTIFIERS- *Writing to Read Program

To measure the effectiveness of the computer based instructional system designed to develop the writing and reading skills of kindergarten and first grade students, Writing to Read (WTR), which was implemented by three Kettering (Ohio) Elementary Schools in 1988 and three more in 1989, was examined in five areas related to the program. Results indicated: (1) first graders' attitudes and feelings about WTR were generally positive; (2) the majority of parents were pleased with the program and feeling it should continue; (3) WTR teachers were concerned about implementation problems as well as with a readiness/development issue; (4) a comparison of the reading and language scores of second graders, who had or had not participated in the WTR program as first graders, taken from the Comprehensive Test of Basic Skills, found the WRT mean higher than the non-WTR (NWTR) mean; and (5) in 1988-89 there was a significant Reading Total difference between the WTR and NWTR subgroups with significant differences also in Language Mechanics, Language Expression, and Language Totals. (NH)

ED 307 414 CE 052 477

Bonilla, Patricia; O'Conlin, Michaele
Ideabook for Teachers of Amnesty Students.
New Mexico Univ., Albuquerque. Dept. of Educational Administration.
SPONS. AGENCY- New Mexico State Dept. of Education, Santa Fe. Div. of Vocational, Technical, and Adult Education.
PUB DATE- Mar 89
NOTE- 185p.; For related documents, see CE 052 478-480.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Achievement; Adult Basic Education; Adult Education; *Citizenship; *Citizenship Education; *Civics; English (Second Language); Foreign Nationals; History Instruction; Learning Activities; Recordkeeping; Student Records; Teaching Methods; *Undocumented Immigrants; *United States History
IDENTIFIERS- *Immigration and Naturalization Service

This ideabook provides materials for teachers of amnesty (amnesty is the legalization of undocumented immigrants who can prove entrance to the United States prior to 1982) classes that address all their responsibilities--English-as-a-Second-Language instruction and civics content, documentation of student progress, and keeping of accurate attendance records. Section 1 looks at the legalization process. It provides information about Immigration and Naturalization Service (INS) requirements, specifically the English/civics/history test. Section 2 identifies challenges for the teacher in an amnesty classroom. Section 3 focuses on assessment procedures, including documenting student attendance and progress. A sample pre- and posttest, testing materials, and student forms are provided. Section 4 describes four specific teaching strategies: total physical response, language experience, games and manipulatives, and role playing. Suggestions are made for using activities of each type in the classroom. Section 5 on the 100 INS questions provides steps for using the questions in the classroom and presents 13 thematic units that incorporate the questions in a useful manner. Section 6 contains two sample teaching units: a unit on the flag, which demonstrates teaching strategies around fairly concrete ideas, and a unit on the amendments, which describes how to use these strategies to teach more abstract concepts. Appendixes include an application packet, information on INS offices and services, and the 100 INS questions with answers in English and Spanish. (YLB)

ED 307 428 CE 052 494

Report and Recommendations on Vocational Education in Wisconsin Correctional Institutions. Public Hearing (Oshkosh, Wisconsin, November 16, 1988).

Wisconsin State Council on Vocational Education, Madison.

PUB DATE- 16 Nov 88
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; *Adult Education; Advisory Committees; *Correctional Education; Educational Planning; *Educational Policy; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; Job Training Partnership Act 1982; *Wisconsin

The Wisconsin Council on Vocational Education's seven recommendations, based on testimony given at a statewide public hearing at Oshkosh State Correctional Institute, are the following: (1) creation of an independent, cabinet-level corrections department; (2) establishment of an annual vocational, technical, and adult education scholarship for instructional materials to be awarded to an inmate at each correctional facility; (3) provision of inmate education through state contracts with vocational-technical colleges; (4) development of a state policy and a strategic plan for corrections education; (5) immediate study of access to training, funds spent on training, and economic value of training available to women as compared to that available to men in Taycheedah State Correctional Institution; (6) conduct a follow-up study to find out what percentage of a sample of former inmates are employed in occupations related to their training or are enrolled in further education; and (7) conduct a feasibility study about using televised instruction in all correctional facilities. In addition to those recommendations, the document contains similar conclusions reached by the council, testimony from 27 individuals, a list of Wisconsin correctional facilities, a list of council members and staff, and a reprint of the federal legislation that authorizes state vocational councils. (CML)

ED 307 502 CE 052 631

Mukai, Masaaki; Kobayashi, Ryozo
TV Trouble-Shooting Manual. Volumes 11-12. Part 5: Picture Tube and Its Surrounding Circuit. Student and Instructor's Manuals.
International Labour Office, Islamabad (Pakistan). Asian and Pacific Skill Development Programme.
REPORT NO.- ISBN-92-2-106919-2; ISBN-92-2-106920-6
PUB DATE- 88
NOTE- 103p.; For related manuals, see CE 052 625-633.
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland ($6.00 each volume; complete set: ISBN-92-2-106780-7).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Vocational Education; *Electric Circuits; *Equipment Maintenance; Postsecondary Education; *Repair; *Television Radio Repairers; *Video Equipment
IDENTIFIERS- *Troubleshooting

These volumes are, respectively, the self-instructional student manual and the teacher manual that cover the fifth set of training topics in this course for television repair technicians. Both contain identical information on the television picture tube and its surrounding circuit, including sections on the principle of the picture tube, the basic structure and principles of the color picture tube, kinds of color CRTs (cathode ray tubes) and their general characteristics, surrounding parts of the color CRT, convergence, and the picture tube circuit. Circuit diagrams and line drawings are included. (CML)

ED 307 545 CG 021 715

Procidano, Mary E.; And Others
Perceived Social Support and Subjective States in Urban Adolescent Girls.
PUB DATE- Aug 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Anger; Anxiety; Coping; Curiosity; Family Relationship; *Females; Friendship; High Schools; *High School Students; Life Events; *Social Support Groups; *Urban Youth

While prospective investigations of social support, coping, and stress are accumulating, there is relatively little empirical knowledge regarding how these variables are related to each other among adolescents, and virtually no empirical knowledge regarding their relationship to subjective states in that population. This study examined the relationships of perceived social support from friends and from family, coping, and life events to concomitant and subsequent states of anxiety, anger, and curiosity. Subjects were 90 predominantly lower middle-class, minority girls attending an all-girls high school in an urban area. Subjects completed a demographic cover sheet, the Perceived Social Support from Family and from Friends scales, Problem-focused Coping Scale, Adolescent Life Events Checklist, and the State-Trait Personality Inventory on two occasions one month apart. The results indicated that perceived social support was related to state anxiety and anger, as well as to coping; life events were related to anxiety. Partial correlations suggest that perceived family support may contribute to subsequent state anxiety and anger, and anxiety may contribute to subsequent life events. These findings have implications for

prevention, and suggest a need for future research into the relationship between subjective states and maladaptive behavior. (Author/NB)

ED 307 591 CS 009 669

Kintgen, Eugene R., Ed.; And Others
Perspectives on Literacy.
REPORT NO.- ISBN-0-8093-1457-6
PUB DATE- 88
NOTE- 475p.
AVAILABLE FROM- Southern Illinois University Press, P.O. Box 3697, Carbondale, IL 62902-3697 ($29.95 cloth, $17.95 paper).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Context; Illiteracy; *Literacy; *Reading Instruction; *Reading Research; Reading Skills; Social Environment; Theory Practice Relationship
IDENTIFIERS- Orality

This book contains 28 essays that form the core of an advanced course in the theoretical backgrounds of literacy. The book contains the following articles: "The Consequences of Literacy" (Jack Goody and Ian Watt); "Some Psychodynamics of Orality" (Walter Ong); "Implications of Literacy in Traditional China and India" (Kathleen Gough); "Unpackaging Literacy" (Sylvia Scribner and Michael Cole); "Literacy in Three Metaphors" (Sylvia Scribner); "The Legacies of Literacy" (Harvey J. Graff); "The History of Literacy and the History of Readers" (Carl F. Kaestle); "The Coming of Literate Communication to Western Culture" (Eric A. Havelock); "Hearing and Seeing and Trusting Writing" (M. T. Clanchy); "Defining 'Literacy' in North American Schools: Social and Historical Conditions and Consequences" (Suzanne de Castell and Allan Luke); "From Utterance to Text: The Bias of Language in Speech and Writing" (David R. Olson); "The Nature of Literacy: A Historical Exploration" (Daniel P. Resnick and Lauren B. Resnick);

"School Literacy, Reasoning, and Civility: An Anthropologist's Perspective" (Frederick Erickson); "Literacy and Schooling in Subordinate Cultures: The Case of Black Americans" (John U. Ogbu); "The Social Context of Literacy" (Jay L. Robinson); "Reading and Writing Requirements" (Richard C. Richardson, Jr. and others); "Toward a Composing Model of Reading" (Robert Tierney and P. David Pearson); "Inventing the University" (David Bartholomae); "'Strangers No More': A Liberatory Literacy Curriculum" (Kyle Fiore and Nan Elsasser); "The Ethnography of Literacy" (John F. Szwed); "The Development of Initial Literacy" (Yetta Goodman); "Rethinking Development and Organization" (Jerome C. Harste and others); "Protean Shapes in Literacy Events: Ever-Shifting Oral and Literate Traditions" (Shirley Brice Heath); "The Nature of Reading at Work" (William Diehl and Larry Mikulecky); "Who Are the Adult Illiterates?" (Carman St. John Hunter and David Harman); "Realities of Illiteracy" (Anne Eberle and Sandra Robinson); "The Adult Literacy Process as Cultural Action for Freedom and Education and Conscientizacao" (Paulo Freire); and "The Nicaraguan National Literacy Crusade of 1980" (Robert F. Arnove). (MS)

ED 307 607 CS 211 635

Shermis, Michael
Word Processing and Writing Instruction for Students with Special Needs. Focused Access to Selected Topics (FAST) Bibliography No. 11.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 6p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Computer Assisted Instruction; Editing; Elementary Secondary Education; *English (Second Language); *Learning Disabilities; Revision (Written Composition); Teaching Methods; *Word Processing; *Writing Instruction
IDENTIFIERS- *Basic Writing

Addressing writing instruction for students with special needs, this annotated bibliography contains 26 references of articles and papers in the ERIC database. The citations in the first section discuss the advantages and disadvantages of using word processors in writing instruction with learning disabled (LD) students and suggest instructional approaches to use. The second section lists sources that examine the benefits of word processors to basic writers, along with ideas on how and when to introduce word-processing skills. Articles and papers in the last section deal with how to integrate the use of computers into the English as a Second Language (ESL) classroom. (MS)

ED 307 776 EC 220 205

Dreyden, Julia I., Ed.; And Others
Developing Talent in Mathematics, Science and Technology: A
  Conference on Academic Talent (Durham, North Carolina, March 28-30,
  1988).
Duke Univ., Durham, N.C.
SPONS AGENCY— National Science Foundation, Washington, D.C.
PUB DATE— Mar 88
NOTE— 93p.; A part of the Talent Identification Program. For
  selected individual papers, see EC 220 206-217.
GRANT— MDR-8751610
LANGUAGE— English
EDRS Price — MF01/PC04 Plus Postage.
PUB TYPE— Collected Works - Proceedings (021)
DESCRIPTORS— *Academically Gifted; Curriculum Development;
  Databases; Educational Policy; Educational Practices; Elementary
  Secondary Education; Higher Education; Leadership; *Mathematics
  Education; Mentors; Minority Groups; *Science Education; *Talent
  Development; Talent Identification; *Technology; Theories
  An introductory chapter, "Contemporary Issues in Gifted Education"
by Julia Dreyden and Shelagh Gallagher, summarizes National Science
Foundation policy concerning development of new science and
mathematics curricula and the work of the Talent Identification
Program. Major conference papers and responses are then presented:
"Developing Academic Talent: A Problem of Vertical Integration"
(Alvin Trivelpiece); "Studying Sex Differences" (Camilla Benbow et
al.); "The Cognitive Basis of Scientific and Mathematical Ability"
(David Perkins and Rebecca Simmons); "The Importance of Developing
Leadership Potential of Youth with Talent in Mathematics and
Science" (Kenneth Clark); "Programs and Resources: A National
Database for the Scientifically, Mathematically and Technologically
Talented" (Robert Sawyer); "The Federal Role: A Proactive
Response to the Need for Talent in Mathematics" (Ernest Eliason);
"Current Federal Education Policy Regarding the Academically
Talented in Mathematics, Science and Technology" (Virginia Gilmore);
"Creating Scholar-Practitioner Networking for the Most Capable Youth
in Mathematics, Science and Technology" (Tom Mellinger); "Critical
Issues for Science, Mathematics and Engineering: Setting More than
We Deserve?" (Shirley Malcom); "Mentor Teachers: Developing More
Minority Mathematicians and Scientists" (Austin Griffith);
"Motivating the Most Capable Youths in Mathematics and Science"
(Mihaly Csikszentmihalyi); and "The Development of Educational Support
Systems for the Academically Talented: The Talent Search Approach"
(William Durden). (JDD)

ED 307 790 EC 220 299

Lange, Esther F.
Teaching Reading Skills to Learning-Disabled Fourth to Sixth Graders
Through Content Areas.
Pub Date—Nov 88
Note—9p.; Paper presented at the Annual Meeting of the Mid-South
Educational Research Association (Louisville, KY, November 9-11,
1988).
Language—English
EDRS Price - MF01/PC01 Plus Postage.
Pub Type— Reports - Evaluative/Feasibility (142) — Speeches/Conference
Papers (150)
Descriptors—Content Area Reading, Instructional Effectiveness,
Intermediate Grades, Learning Disabilities, Remedial Reading,
Science, Self Concept, Social Studies, Teaching Methods

The study examined the value of teaching reading skills to learning disabled (LD) fourth to sixth graders through the content areas. Four LD resource teachers implemented the year-long program with 12 experimental and 12 control subjects. Experimental subjects were taught specific reading skills through their Social Studies and/or Science curricula, supplemented with reading and language arts materials when appropriate. Control subjects were taught reading skills using whatever methods and materials were normally used in the LD resource room. Results did not indicate that there were any statistically significant differences between the effectiveness of using conventional LD materials and teaching reading skills through the content areas when the outcomes of reading gain scores and improvement in learners' self-perception were considered, although experimental subjects appeared to achieve better in the content areas and feel better about academic learning and schooling. (DB)

ED 307 443 CE 052 522

Collaboration in Training and Updating Rural Workforces. Rural Economy Series Bulletin 2.
Further Education Unit, London (England).

REPORT NO.- ISBN-1-85338-105-5
PUB DATE- Mar 89

NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Vocational Education; *Consortia; *Cooperative Planning; *Cooperative Programs; *Educational Cooperation; Foreign Countries; Institutional Cooperation; Postsecondary Education; *Retraining; *Rural Education; Shared Resources and Services
IDENTIFIERS- *Great Britain

This document describes collaboration by British providers of further and higher education to train workers for employment in rural based industries. After an introduction that reviews the need for such collaboration, the following five sections provide examples and two case studies of collaboration: (1) "Provision of Education and Training for Rurally Based Industries"; (2) "Regional Collaboration"; (3) "Collaboration in the Use of Informational Technology"; (4) "Local Collaboration"; and (5) "Collaboration between Agricultural Colleges and National Agencies." The last section, called "Overlapping Functions," discusses the overlap between education, training, and advising, as the work of educational institutions gradually develops into providing inservice courses, in addition to offering traditional preservice training for younger students. (CML)

ED 307 459   CE 052 579

Pima County Small Employer Wage Surgey, 1988. Arizona Labor Market Information.

Arizona State Dept. of Economic Security, Phoenix.
PUB DATE- Jan 89
NOTE- 44p.; For related documents, see CE 052 578-581.
AVAILABLE FROM- Labor Market Information Publications, P.O. Box 6123, Phoenix, AZ 85005-6123.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Career Education; *Employment Statistics;

*Industry; Labor Market; *Small Businesses; Surveys; *Wages
IDENTIFIERS- *Arizona (Pima County)

This document collects and reports wages paid to workers in occupations of private establishments with 100 or fewer workers in August 1988 in Pima County, Arizona. The first section describes the survey format and sample. Narrative material and data tables provide information on the response rate, employment and wage movements in Pima County, weighted-average wage rate changes by occupational groups and industries, and occupational wage changes in Pima County. The second section presents the industrial wage structures. Wage information is reported for the following seven major industrial classifications: construction; manufacturing; transportation, communications, and public utilities; wholesale trade; retail trade; finance, insurance, and real estate; and services. Within these industries, the job titles are grouped into the occupational categories of managerial, professional, technical, service, maintenance and production, clerical, and sales. A summary occupational table, which contains all the wage data for the county, is provided as an estimate of industry-wide levels. A glossary of definitions of occupations is appended. (YLB)

ED 307 474 CE 052 601

Comings, John; Kahler, David

Manuel d'Alphabetisation du Peace Corps (Peace Corps Literacy Handbook). Appropriate Technologies for Development. Peace Corps Information Collection & Exchange Manual Series No. M-32.

Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Nov 86
NOTE- 190p.; Translated by Alice Charra. For an English version, see ED 251 696. For a Spanish version, see CE 052 598.
LANGUAGE- French
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Translations (170)
DESCRIPTORS- Adult Education; *Adult Literacy; *Adult Programs; Case Studies; Curriculum Development; *Developing Nations; Educational Resources; Feasibility Studies; Foreign Countries; French; Instructional Materials; *Literacy Education; *Material Development; Media Adaptation; Nonformal Education; *Program Development; Program Evaluation; Volunteers; Volunteer Training
IDENTIFIERS- Peace Corps

This French-language version of a literacy handbook provides an introduction to literacy work for Peace Corps volunteers and other development workers in situations where the literacy work is a primary project or secondary activity. It presents information on planning and preparing for literacy work, offers guidance on program and material development, and suggests strategies for evaluating and improving programs. Chapter 1 looks at the history and value of literacy, levels of literacy, the difficulty of literacy, numeracy, and adult, nonformal, and literacy education. Chapter 2 discusses literacy work strategies--the Laubach method, the Freire method, and functional literacy, as well as literacy for women and children. Chapters 3 to 7 present a model for implementing a project. These steps are described: the feasibility study, planning and preparation, curriculum design, implementation and evaluation of instruction, and development or adaptation of instructional materials. Examples and samples are provided. Chapter 8 discusses activities and methods to create an environment supportive of literacy. Chapter 9 provides advice on where and how to look for resources. An annotated bibliography dealing with literacy methods and materials is included. In chapter 10, four case studies of literacy work done by Peace Corps volunteers illustrate common problems literacy workers face in implementing projects. (YLB)

ED 307 531   CG 021 693

Patterson, John C.
Investigator's Guide to Missing Child Cases. For Law-Enforcement Officers Locating Missing Children. Second Edition.
National Center for Missing and Exploited Children, Washington, DC.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Oct 87
NOTE- 55p.
CONTRACT- 86-MC-CX-K003/4
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Child Abuse; *Law Enforcement; *Missing Children; *Police; *Police Education; Runaways; Victims of Crime

This booklet provides guidance to law enforcement officers investigating missing children cases, whether through parental kidnappings, abductions by strangers, runaway or "throwaway" cases, and those in which the circumstances are unknown. The guide describes, step-by-step, the investigative process required for each of the four types of missing child cases. The guide also includes instructions on how to put information about missing children into the National Crime Information Center's computerized system. In addition, the booklet offers suggestions for forming police-social worker teams to work on missing and exploited children cases. The introduction defines types of missing child investigations and phases of case investigations. The National Center for Missing and Exploited Children is described. The booklet is divided into sections on initial response, voluntary missing cases, parental kidnapping cases, nonfamily abductions, National Crime Information Center (NCIC), and police/social worker teams. The appendix includes a missing child poster format, NCIC Missing Person Report Form, NCIC Unidentified Person Report Form, Exploited/Missing Child Task Force Form, Federal Parent Locator Service Authorization Form, and a list of state clearinghouses. (ABL)

ED 307 576 CS 009 611

Mazzola, Kathryn
How Effective is the Basic Skills Pull-Out Program?
PUB DATE- May 89
NOTE- 69p.; Master's Thesis, Kean College.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; Curriculum Research; Elementary Education; *Instructional Effectiveness; Mathematics Instruction; *Mathematics Skills; *Program Effectiveness; Reading Instruction; *Reading Skills; Skill Development
IDENTIFIERS- California Achievement Tests

A study examined the effectiveness of a reading and math basic skills pull-out program. Subjects, 60 students in first through sixth grades enrolled at an upper middle class, suburban school with small class sizes, were identified as having deficiencies in basic skills by their scores on the California Achievement Test (CAT). The basic skills instructional objectives were based on the category objectives for reading and math of the CAT. Subjects participated in basic skills instruction in small groups 3 to 4 times per week for half-hour periods, and their progress was assessed regularly. Results indicated that subjects as a whole made significant gains in reading and math. Results also indicated that statistically significant mean gains in reading occurred only in the first and third grades and that statistically significant mean gains in math occurred only in the first through the third grade. (Twenty-five tables of data are included; 28 references, a list of 19 software programs, and two appendixes of data with test results are attached.) (RS)

ED 307 623 CS 211 835

Cross, Geoffrey A.
Conflict and Capitulation: A Bakhtinian Analysis of a Failed Collaboration.
PUB DATE- Mar 89
NOTE- 24p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; *Business Correspondence; Case Studies; Conflict; *Organizational Communication; *Writing Processes; Writing Research
IDENTIFIERS- Bakhtin (Mikhail); *Collaborative Writing; Hierarchical Control; Writing Contexts

To help business writers and writing teachers think more specifically about problems of writing collaboration, a study examined and analyzed a group writing project in the Auldouest Insurance Company (pseudonym) Department of Corporate Communication. The collaborative writing of the two page executive letter of the company's annual report involved a 77-day production process, exceeding its deadline by six weeks. Data collection included: fieldnotes from participant observation (six to eight hours daily for 100 working days); audiotapes and transcriptions of 10 executive-letter editing sessions; research process log; oral interviews (43 taped and transcribed); personal documents (meeting notes and drawings); and official documents (external and internal reports and communication). Analysis revealed that the finished letter largely ignored important audiences, including the company's policyholders. Several forces, identified by M. M. Bakhtin in "Discourse in the Novel," acted upon the writing process. Centripetal forces, which unify and centralize the verbal ideological world, included time constraints and a "get-along" attitude. Centrifugal forces, which push toward fragmentation of language through specialization into dialects and discourse communities, included serial communication, the personal nature of the document, and different perceptions of the audience. Convertible forces--those acting as either or both centripetal and centrifugal--included the hierarchical distribution of power and the lack of clear directions. Analysis revealed that the interplay and shifting alignment of numerous socially rooted forces may determine the outcome of group-writing endeavors. (One figure, four tables of data, and 38 references are attached.) (MM)

ED 307 654   CS 506 678

Sneed, Don; And Others
Media Literacy Ignored: A Qualitative Call for the Introduction of Media Studies Across the High School Social Science Curriculum.
PUB DATE- Aug 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; *Decision Making; Evaluation Methods; High Schools; *Mass Media Effects; *Mass Media Role; *Mass Media Use; *Social Studies; Television Viewing
IDENTIFIERS- Media Analysis; *Media Courses; *Media Literacy

Noting that America is behind several countries in media studies and that efforts to introduce systematic study and use of media in the curriculum has been sporadic, this paper calls for the introduction of media studies in the social science curriculum of American high schools. Two projects are examined as possible means of helping spread media studies across the social sciences.

"Channel One," a controversial new television news program for teenagers which is commercially sponsored and airs daily in six United States high schools, is described as offering an opportunity for students to analyze critically mass-mediated messages. The paper reports that although criticism has come from those who do not like the idea of schools providing "captive audiences" for advertisers, proponents feel the programming provides an excellent opportunity for high school social science teachers to encourage students to become critical consumers of the mass media. Video report cards, produced by journalism instructors and distributed to parents of college students enrolled in their writing classes, are described as they represent an attempt to better utilize media technology in the evaluation process. (NH)

ED 307 682 EA 020 960

Anthony, Patricia
The Rehnquist Court and Parochaid: New Directions in the Funding of Religious Schools.
PUB DATE- Mar 89
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Court Judges; *Court Litigation; Elementary Secondary Education; Federal Courts; *Parochial Schools; *Private School Aid
IDENTIFIERS- *Establishment Clause; *Rehnquist (William); Supreme Court

This study examined Chief Justice William Rehnquist's position on four recent Supreme Court cases related to parochaid as well as four other Supreme Court rulings dealing with economic or racial discrimination. The presentation of this study's research should present one perspective on how and why the Establishment Clause is being rewritten and provide a forum for discussing the future reach of the Rehnquist Court on this educational issue. The conclusion that the Rehnquist Court is redefining the Establishment Clause by accentuating accommodation with private schools rather than separation may have the long term effect of promoting judicial restraint in interpreting statutes that siphon public resources to support private school endeavors. (JAM)

ED 307 699 EA 021 024

Rodriguez, Jerry
Growing towards Excellence: An Experiential Approach to the Professional Development of School Leaders.
PUB DATE - Jun 89
NOTE - 13p.; Paper presented at the International Conference on Educational Leadership (Cologne, Germany, June 27-July 1, 1989).
LANGUAGE - English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS - Educational Quality; Elementary Secondary Education; Excellence in Education; *Instructional Leadership; *Leadership Training; *Management Development; *Principals; Program Development; *School Administration; *Teaching Methods
IDENTIFIERS - *Indiana Principal Leadership Academy

A national model for the training of principals as instructional leaders, the Indiana Principal Leadership Academy, is described. The paper includes a statement of vision, an explanation of how the program is operated, a description of the instructional methods employed, and a list of the warranties issued to graduates of the academy. Three other alternative programs are briefly described: (1) Danforth Program for the Preparation of School Principals; (2) Performance-Based Preparation Program of Principals; and (3) Leaders Preparation Program of Brigham Young University (Utah). Appended are six references. (SI)

ED 307 717 EA 021 050

[illegible], James E.; [illegible], Warren E.
Establishing a Local Education Foundation.
Pub Date— Mar 89
Note— 21p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Orlando, FL, March 3-6, 1989).
Language— English
EDRS Price - MF01/PC01 Plus Postage.
Pub Type— Reports - Descriptive (Program/Project Descriptions) (141) — Speeches, Conference Papers, "Papers Presented at..." (150)
Descriptors— *Corporate Support, *Donors, *Educational Finance, Elementary Secondary Education, *Endowment Funds, *Fund Raising, Investment, *Private Financial Support, Social Support Groups

This paper describes the process of establishing local education foundations for the purpose of raising revenues to supplement, not supplant, existing school programs. Plans to identify funding sources and define the purposes of the foundation tied to student and academic achievement must emerge in order to solicit private individuals or groups, organize special community events requiring a fee, conduct a membership drive to enlist support and money, and seek capital from large foundations (corporations, financial institutions, and industries). Foundations should be legally incorporated entities qualifying for tax-exempt status so that donors can receive tax benefits from their gifts. The community should be informed via press and media releases that clearly state the goals of the foundation. Prominent members of the community should serve as directors of the foundation, and the directors should set a clear annual agenda, subject to school board approval, that delineates the type of funds, types of donations, and types of donors in which the foundation is interested. The recruitment of financial experts to the board of directors will ensure appropriate investments. (LMI)

ED 307 732 EC 212 521

Schack, Gina D.
Creative Productivity and Self-Efficacy in Gifted Children.
Pub Date- 86
Note- 49p.
Language- English
EDRS Price - MF01/PC02 Plus Postage.
Pub Type- Reports - Evaluative/Feasibility (142)
Descriptors- Elementary Secondary Education; *Gifted; [illegible]
Personality Traits; Program Effectiveness; *Self Concept; Student
Characteristics; Student Projects; *Student Research

Identifiers- *Self Efficacy

The study looked at the relationship between gifted students' sense of self-efficacy to their decisions to undertake independent investigations. It also examined whether efficacy beliefs, gifted behavior, or both could be increased by participation in a mini-course on research methodology. The literature on self-efficacy theory is reviewed showing that self-efficacy has been shown to be an effective predictor of engagement in subsequent behavior in a variety of areas. Subjects [illegible] were in grades 4 through 8 and participating in a Triad/Revolving Door Identification Model of gifted education. Students participated in a four lesson mini-course. Students' sense of efficacy was measured by a researcher-developed "Efficacy Scale for Type III Creative Productivity." Results generally supported the self-efficacy causal model. The greatest influence on post-treatment self-efficacy was initial self-efficacy. Participation in the mini-course had a significant but negative effect on self-efficacy. Self-efficacy was linked with initiation of independent investigations. (DB)

ED 307 747 EC 220 252

Taylor, Steven J.; Bogdan, Robert
On Accepting Relationships between People with Mental Retardation and Non-disabled People: Towards an Understanding of Acceptance.
Syracuse Univ., NY. Center on Human Policy.
SPONS AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jul 87
NOTE- 34p.

GRANT- G0085C03503
AVAILABLE FROM- Syracuse University, Center on Human Policy, Research and Training Center on Community Integration, 724 Comstock Ave., Syracuse, NY 13244-4230 ($2.40).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) -- Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitude Change; Community Programs; Friendship; Helping Relationship; Interpersonal Relationship; *Mental Retardation; Qualitative Research; Religious Factors; *Sociocultural Patterns; *Sociology; Values

The paper outlines the "sociology of acceptance" as a theoretical framework for understanding relationships between people with mental retardation and typical people. Sociocultural perspectives on deviance are reviewed and their contribution to the study of mental retardation is considered. The paper next examines the nature of accepting relationships and describes four sentiments expressed by typical people who form relationships with people with mental retardation: family feelings, religious commitment, humanitarian sentiments, and feelings of friendship. The article concludes with a brief discussion of the implications of a sociology of acceptance for the field of mental retardation. (Author/DB)

ED 307 761   EC 220 266

Bersani, Henry A., Jr.
Monitoring Community Residences: Guidelines/Handbook Developed by ARC-Ohio.
Association for Retarded Citizens, Columbus, OH.
Pub Date— 84
Note— 61p.
Available from— Syracuse University, Center on Human Policy, Research and Training Center on Community Integration, 724 Comstock Ave., Syracuse, NY 13244-4230 ($3.25).
Language— English
EDRS Price - MF01/PC03 Plus Postage.
Pub Type— Guides-Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
Descriptors— Community Resources, Evaluation Methods, Group Homes, Mental Retardation, Normalization (Handicapped), Program Evaluation, Quality Control, Quality of Life, Questionnaires, Residential Programs

This two-volume set containing guidelines and a handbook is intended for persons monitoring the quality of community residences for retarded individuals. The guidelines document begins with a monitoring review worksheet which elicits information in the following categories: human, civil, and legal rights; environment; use of community resources; commitment to personal growth; staff; and personal relationships. The questions in each category are preceded by a brief statement of the issue. A bibliography of residential monitoring instruments completes the guidelines. The handbook contains resource material for monitors, including information on the following: qualifications of a residential service monitor; residential services planning and basic principles; principles for the operation of community residential services; criteria for selecting a residence; some major residential models; the principle of normalization; the community imperative; and common negative practices in community residences. A bibliography on community residences and residential quality contains 17 items. Appended are: the certificate of volunteer monitor training completion and confidentiality agreement; a sample volunteer job description; a list of community resources; potential staff training topics; a sample schedule for a training workshop; a proposed procedure for filing monitoring reports; an outline of a monitoring report; and various sample affiliation agreements. (DB)

ED 307 386 CE 051 755

Flores, Bob; Weeks, William
Peer Advising in Agricultural Education: A Supplement to Faculty Advising.
PUB DATE- 5 Dec 88
NOTE- 18p.; Paper presented at the National Agricultural Education Research Meeting (St. Louis, MO, December 5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agricultural Education; *Helping Relationship; Higher Education; *Peer Counseling; Peer Relationship; Program Implementation; *Undergraduate Students; Universities
IDENTIFIERS- Texas A and M University

Peer Advising in Agricultural Education has been operating since the Fall Semester, 1987, at Texas A & M University. The program involves several undergraduate students nominated by faculty, who are supervised by two doctoral students. Responsibilities of the peer advisors include informing students of campus procedures, assisting in prescheduling course work, offer peer advice on questions of a personal and academic nature, giving directions, and being a good listener. From 12-14 students provide the services of peer advisement on weekdays; students volunteer two to four hours weekly. A journal records daily student contacts, including the type of support provided. Over 200 contacts were recorded for the 1987-88 academic year. An unforeseen result of the peer advising program has been the number of contacts that peer advisors make outside the Peer Advisement Center. Peer advisors report that they have been approached by fellow students to a greater degree outside of regularly scheduled hours. Program modifications for the second year are the establishment of minimum criteria for the selection process and changes in the nomination process. (YLB)

ED 307 400 CE 052 448

Ruckes, Nina Tiglio; Mongillo, Michael
A Plan to the Future in Home Economics Education. Draft Curriculum.
South Central Community Coll., New Haven, CT.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
PUB DATE- 15 Jul 88
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advanced Placement; *Articulation (Education); Associate Degrees; *College Credits; Community Colleges; Cooperative Programs; Course Content; Course Organization; *Dietetics; Disadvantaged Youth; High Schools; *Institutional Cooperation; Nutrition; *Nutrition Instruction; Occupational Home Economics; Two Year Colleges
IDENTIFIERS- *Connecticut

This curriculum guide was prepared to help Connecticut high schools offer an opportunity to disadvantaged high school students who are interested in home economics education to earn some college credit toward a degree in dietetic technology. The curriculum guide includes an overview of the course with a course description, recommended textbooks, objectives, outline, and evaluation methods. The nine units of the course cover the following topics: how food affects you; rating yourself nutritionally; physiology for nutrition; water; carbohydrates; lipids; proteins; vitamins; and minerals. Each unit consists of a behavioral objective, suggested evaluation, learning activity/resource, pretest, content related to the suggested texts, study vocabulary, and suggestions for evaluation. Expected outcomes and a list of available resources are listed. A comprehensive examination completes the course. (KC)

ED 307 517 CG 021 677

Planning for State Solutions to the Problems of Youth at Risk. Final Report Fall 1988. Bulletin No. 9244.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Jan 89

NOTE- 103p.; Includes proceedings of a conference, "Wisconsin's Children at Risk: Moving a Children's Agenda Forward" (Madison, WI, May 8-10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Proceedings (021)
DESCRIPTORS- Adolescents; *Agency Cooperation; *Childhood Needs; Children; Elementary Secondary Education; *High Risk Persons; Models; *State Action; State Agencies; *Statewide Planning
IDENTIFIERS- *Wisconsin

The introduction to this document proposes that the most effective response to the needs of at risk youth is collaboration between the reform efforts in education, human services, and employment and training initiatives. It discusses the goals of a project undertaken by the state of Wisconsin to draft policy recommendations reflecting such a collaborative effort, identify a model to serve at risk youth, and integrate research information to improve intervention strategies when working with this population. Six tasks undertaken to achieve these goals are described, including the establishment of an interagency council at the state level; the creation of the paper "Wisconsin's Statute, Administrative Rules and the CCSSO Model Statute;" recommendations of the interagency advisory council; and a meeting with Children at Risk coordinators. Components of the interagency collaboration to serve at risk youth are discussed. The remainder of the paper contains the proceedings of Wisconsin's Children at Risk Conference held in May, 1988. Included are welcome and closing remarks by Victor Contrucci, Assistant Superintendent of the Wisconsin Department of Public Instruction and these papers: (1) "Children at Risk in Wisconsin" (June Pery); (2) "An Agenda for Children-Analyzing the Past and Shaping the Future" (Herbert Grover); (3) "Responding Effectively to Children at Risk" (Gary Wehlage); (4) "Children in Need--The Report of the Committee on Economic Development" (Donna Shalala); (5) "The Council of Chief State School Officers' Model Statute for Serving Children at Risk" (Cynthia Brown); and (6) "What Should Wisconsin's Dream Be?" (Susan Phillips). The Children at Risk Status is appended. (NB)

ED 307 561 CG 021 731

Mental Health: Funds Needed for Future Planning Activities.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-89-94
PUB DATE- 28 Apr 89
NOTE- 9p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5, free; 6-99, $2.00 each; 25% discount for 100 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- Compliance (Legal); Evaluation; *Federal Government; *Financial Support; *Mental Health Programs; *Planning; *State Government

The United States General Accounting Office undertook an assessment of whether additional federal funds are needed to assist states, the District of Columbia, Puerto Rico, and the United States territories in completing the development of the comprehensive mental health services plans required by law. To assess need, officials at the Department of Health and Human Services' (HHS) National Institute of Mental Health, the National Association of State Mental Health Program Directors, and mental health officials in 12 states were contacted. Results showed that monies allocated in fiscal year 1988 and those to be received in 1989 should be sufficient to develop the current plans by the September 30, 1989 due date. However, several officials noted that if plans submitted are not approved, they would need additional funds to address HHS's concerns. Even if the plans are approved, state officials still see a future need to fund related activities, such as monitoring, implementing, evaluating, and updating plans. Most state mental health officials were uncertain whether their state legislatures would appropriate state funds to support these activities. HHS also saw a need for funding for oversight and technical assistance activities it is to provide. (ABL)

ED 307 639 CS 506 520

Shermis, Michael
Teenage Television Viewing. Focused Access to Selected Topics (FAST) Bibliography No. 8.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 4p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Development; *Adolescents; Alcohol Abuse; Health; *Mass Media Effects; *Mass Media Use; Secondary Education; Sexuality; *Television Viewing; Violence

Surveying the television habits of teenagers, this annotated bibliography contains 30 references of articles and papers in the ERIC database. The first section, "Impact on Health, Sexual Behavior, Use of Alcohol," addresses such issues as the relationship of viewing sexual content to sexual activity and sex role acquisition, and relationships between amount of viewing and the way youth deals with stress and other pressures. Sources in the second section, "TV Violence and Teenage Behavior," examine concerns such as the relationship between media content and antisocial behavior and possible connections between fantasy violence and real-world violence. Sources cited in the section on "Impact on Other Social Behaviors" deal with TV's possible role as a socializing agent and relationships between television viewing and academic achievement. In the last section, "Viewing Habits," the sources cited examine and report on the monitoring of television viewing, parental intervention, educational uses of television, and other concerns parents and teachers are likely to have. (MS)

ED 307 668   EA 020 913

Bhagat, Devendra; And Others
A Study of Shared Self-Interests in a University-School Partnership.
PUB DATE- Mar 89
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Cooperating Teachers; Higher Education; *Practicum Supervision; Secondary Education; Student Teacher Attitudes; *Student Teachers; *Student Teacher Supervisors; Student Teaching; *Teacher Education

This paper describes ethnographic research designed to discover whether the establishment of formal partnerships would ease traditional conflicts within the student teaching triad. In 1984, Brigham Young University (Utah) and five neighboring school districts entered into a formal university-school partnership. One priority was to develop teacher preparation programs specifically tailored to meet the needs of the public schools. The perceptions, trust levels, expectations, and types of communication among eight university supervisors, 18 cooperating teachers, and 26 student teachers in two junior high schools and one high school were ascertained. The results suggest that conflicts can be minimized if supervisors, cooperating teachers, and student teachers work together and keep in mind each other's self-interests. (JAM)

ED 307 429 CE 052 495

A Study of Carl D. Perkins and JTPA Programs and Activities in Wisconsin.

Paris and Associates, Madison, WI.

SPONS. AGENCY- Wisconsin State Council on Vocational Education, Madison.

PUB DATE- Feb 89

NOTE- 133p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adult Education; *Educational Planning; *Employment Programs; Postsecondary Education; Secondary Education; *Vocational Education

IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; Job Training Partnership Act 1982; *Private Industry Councils; *Wisconsin

Analysis of survey responses from 98 Wisconsin education/job programs administrators resulted in the following recommendations, among others: (1) Private Industry Council (PIC) members must play a more meaningful role in the oversight of local programs and should receive inservice education from the Division of Employment and Training Policy (DETP) to be able to do that; (2) the DETP should help clarify issues regarding conflict of interest for PIC members; (3) a state/local task force should develop a code of ethics for PIC members; (4) the Job Training Partnership Act (JTPA), the Vocational, Technical, and Adult Education and the Department of Public Instruction personnel must continue to increase service levels for women and older workers; and (5) personnel at all JTPA levels should work together to determine the best strategies to provide more supportive services and to extend participants' time in programs as appropriate. The goals of the study included determining the extent to which Wisconsin's Carl D. Perkins Vocational Education Act (VEA) and JTPA administration during 1986-87 met statutory intent. Limitations of the study were the following: (1) the mixture of random and nonrandom sampling techniques; (2) the unknown impact that combining survey techniques (questionnaire, personal interview, and telephone interview) could have; and (3) the paucity of quantifiable data on the student outcomes of special needs populations for VEA activities. (In addition to a three-page bibliography, the document contains 40 tables.) (CML)

ED 307 488 CE 052 615

Clark, Mari; And Others

Technical Health Training Manual. Volume 2. Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-35a.

CHP International, Inc., Oak Park, IL.

SPONS. AGENCY- Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Mar 85
NOTE- 377p.; For volume 1, see CE 052 614.
CONTRACT- PC-284-1011
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Allied Health Occupations Education; Behavioral Objectives; Breastfeeding; *Communicable Diseases; Community Cooperation; Community Involvement; Delivery Systems; Developing Nations; Disease Control; Foreign Countries; *Health Education; Health Needs; Learning Activities; Learning Modules; Medical Services; Nursing Education; *Nutrition; Obstetrics; Pediatrics; *Pregnancy; Volunteers; *Volunteer Training

This manual is designed as a resource for trainers who provide preservice training, either in-country or state-side, to health specialists and generalists assigned to health projects at the community and clinical levels. The training is intended to assist the volunteer in developing knowledge and skill in the areas of primary health care and the complementary skills, knowledge, and attitudes necessary to work cooperatively with others. This volume contains the final three modules. Each module begins with a set of behavioral objectives and contains a sequence of sessions that address the specific context area. Each session follows this format: total time, overview, objectives, list of resources, a list of required materials, and procedures (a series of steps to follow to meet the objectives) with accompanying trainer notes. Handouts for trainees and trainer attachments (trainer resources) follow most sessions. Module titles (and representative session titles) are nutrition (recognizing malnutrition, breastfeeding and weaning, preventing malnutrition); maternal and child health (pregnancy and prenatal care, high risk pregnancy, well baby care); and diseases in the developing world (recognition of immunizable diseases, transmission of immunizable diseases, disease prevention and control, dehydration assessment, rehydration therapy, treatment and prevention of endemic diseases). A 134-item bibliography is attached. (YLB)

ED 307 503 CE 052 632

Mukai, Masaaki; Kobayashi, Ryozo
TV Trouble-Shooting Manual. Volumes 13-14. Part 6: Sound-Reproduction Circuit. Student and Instructor's Manuals.
International Labour Office, Islamabad (Pakistan). Asian and Pacific Skill Development Programme.
REPORT NO.- ISBN-92-2-106824-2; ISBN-92-2-106825-0
PUB DATE- 88
NOTE- 35p.; For related manuals, see CE 052 625-633.
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland ($2.50 each volume; complete set: ISBN-92-2-106780-7).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Vocational Education; *Electric Circuits; *Equipment Maintenance; Postsecondary Education; *Repair; *Television Radio Repairers; *Video Equipment
IDENTIFIERS- *Troubleshooting

These volumes are, respectively, the self-instructional student manual and the teacher manual that cover the sixth set of training topics in this course for television repair technicians. Both contain identical information on the television sound reproduction circuit, including sections on the 4.5mhz beat signal detector circuit, the SIF amplifier circuit, the FM sound detector circuit, and a sound reproduction circuit. Functional block diagrams and circuit diagrams are included. (CML)

ED 307 546 CG 021 716

Martyniuk, Joy S.
Adolescent Suicide. January 1986 through June 1988. Current Bibliographies in Medicine.
National Library of Medicine (DHHS/NIH), Bethesda, Md.
REPORT NO.- CBM-88-7
PUB DATE- Jun 88
NOTE- 32p.; Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 817-004-00007-5, $2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescents; *Cultural Differences; Death; Ethnic Groups; Family (Sociological Unit); Hospitals; Intervention; Prediction; Prevention; Research and Development; School Role; *Suicide; Television
IDENTIFIERS- *Adolescent Suicide

This bibliography contains selected references to worldwide publications dealing with suicide or attempted suicide in adolescents. It consists of references to journal articles, books, dissertations, conference papers, letters, and editorials. The citations were extracted through searches of the literature of various disciplines (medicine, education, the social sciences, sociology, psychology, mental health, law, and family relations). The 475 citations are arranged under 15 broad subject categories: (1) General; (2) Groups: United States; (3) Groups (Countries, Ethnic, or Cultural Groups): Others; (4) Assessment and Prediction; (5) Prevention, Intervention, and Management; (6) Research or Analytical Studies; (7) Epidemiological Studies; (8) Psychological and Psychiatric Aspects; (9) Family; (10) School; (11) Hospitals; (12) Television; (13) Methods Used for Suicide Attempts: Overdoses, Poisoning, Ingestion of Substance; (14) Methods Used for Suicide Attempts: Others; and (15) Autopsy Findings. A citation may appear in only one category. (NB)

ED 307 608 CS 211 636

Morgan, Mary
Poetry-Writing Instruction. Focused Access to Selected Topics (FAST) Bibliography No. 13.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 4p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Class Activities; Computer Assisted Instruction; Creative Writing; Elementary Secondary Education; *Poetry; Teaching Methods; *Writing Instruction

Focused on the topic of poetry-writing instruction, this annotated bibliography contains 29 references of articles and papers in the ERIC database. The citations include articles discussing poetic forms, teaching strategies for elementary and secondary levels, and computer-assisted poetry-writing instruction. (MM)

ED 307 700   EA 021 026

[illegible]
Academic Achievement of Selected Elementary Students in a Culturally Diverse District, 1980-86.
Garvey School District, Rosemead, CA.
Pub Date - 88
Note - [illegible]p.
Language - English
EDRS Price - MF01/PC04 Plus Postage.
Pub Type - Reports - Research/Technical (143)
Descriptors - *Academic Achievement; Attendance Patterns; *Ethnic Groups; *Language Dominance; *Mathematics Achievement; Primary Education; *Reading Achievement
Identifiers - *Garvey School District CA

This document discusses an academic achievement study of selected Garvey School District students ([illegible]) as reflected on the CTBS (Comprehensive Tests of Basic Skills) scores of first-grade students at elementary school sites and covering a period of 6 school years starting with 1980-81. Findings compare (1) achievement in reading scale scores and percentiles, (2) achievement in language scale scores and percentiles, and (3) achievement in math scale scores and percentiles. Analysis is provided on teachers' comments about students and on attendance information. Conclusions are described with relation to reading, language, and math skills and ethnic groups. Inconsistencies of the study are also related. The need to replicate, expand, and improve the study are recommended. Tables and line graphs are included. Appended are teacher rating and student achievement forms. (SI)

ED [illegible]   EC [illegible]

[illegible]

Implications Regarding Special Education from Research Regarding Deaf-Blind Students.

PUB DATE: Nov [illegible]

NOTE: [illegible]p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November [illegible], [illegible]).

LANGUAGE: English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE: Reports - Evaluative/Feasibility (142) -- Speeches/Conference Papers (150)

DESCRIPTORS: Communication Skills; *Deaf Blind; *Multiple Disabilities; National Surveys; Nonverbal Communication; Self Evaluation (Individuals); *Teacher Attitudes; *Teacher Certification; Teacher Education; Teaching Experience; *Teaching Methods

The paper raises issues identified by a study of the content and context of the education provided [illegible] deaf-blind children and [illegible] students with other disabilities by [illegible] teachers across the country. Results of the questionnaire indicated that [illegible] of teachers were serving students in addition to the deaf-blind; that only [illegible] of the students were reported to have only one disability; that [illegible] of teachers had a degree above the baccalaureate; that [illegible] of teachers were certified in deaf-blind education with [illegible] certified in general special education or mental retardation. [illegible] percent of teachers had less than [illegible] years of experience with the modal amount of experience as [illegible] years. Repetition was the preferred teaching approach with approaches stressing language and sensory modes rarely selected as preferred. [illegible] percent of teachers termed their communication skills as "adequate" but the primary communication mode reported was gestures with voice alone used by [illegible] of teachers. Results suggested that deaf-blind students are being subsumed in classrooms for students termed

"multihandicapped" with teachers who are relatively young and seeking additional certification. Preferred teaching approaches and methods of communication are at variance with what the literature recommends. ([illegible])

ED 307 415 CE 052 478

Vucinich, Janet; And Others
Ideabook on Critical Thinking for GED Instructors in Adult Basic Education.
New Mexico Univ., Albuquerque. Dept. of Educational Administration.
SPONS. AGENCY- New Mexico State Dept. of Education, Santa Fe. Div. of Vocational, Technical, and Adult Education.
PUB DATE- Feb 89
NOTE- 60p.; For related documents, see CE 052 477-480.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Critical Thinking; *High School Equivalency Programs; Instructional Materials; Learning Activities; *Problem Solving; Teacher Developed Materials; Teaching Methods
IDENTIFIERS- *General Educational Development Tests

This handbook provides General Educational Development (GED) teachers with information on critical thinking and teaching ideas to support a commitment to the idea of critical thinking as an essential tool for adult basic education (ABE) students. The importance of critical thinking skills for GED students is emphasized. Sample questions from the GED preview book are followed by an analysis of the cognitive skills needed to answer each correctly. Critical thinking is then defined. Factors that affect critical thinking are identified, and implications for the classroom are discussed. The activities section begins with a discussion of questioning strategies that will encourage critical thinking. Teaching suggestions follow for building activities around commercially prepared materials and designing and using teacher-made activity sheets. Sample materials are provided. A critical thinking handout is followed by an eight-item bibliography. (YLB)

ED 307 532 CG 021 694

Lanning, Kenneth V.
Child Molesters: A Behavioral Analysis. For Law-Enforcement Officers Investigating Cases of Child Sexual Exploitation. Second Edition.
Federal Bureau of Investigation, Quantico, VA.; National Center for Missing and Exploited Children, Washington, DC.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Apr 87
NOTE- 60p.
CONTRACT- 86-MC-CX-K003
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Behavioral Science Research; *Behavior Patterns; *Child Abuse; *Criminals; *Law Enforcement; Police; *Sexual Abuse

This booklet provides a behavioral analysis of child molesters. The terms child molesters and pedophiles are defined and distinctions are drawn between the two. The second section develops a law enforcement typology differing from those of mental health professionals, focusing on pre-arrest behavior or pre-identification behavior of child molesters that is of most value to law enforcement. The third section focuses on the law enforcement investigation, including combination offenders, sex rings, incest cases, female offenders, and adolescent offenders. The fourth section focuses on recognizing and identifying the highly predictable sexual behavior patterns of pedophiles or preferential child molesters. The fifth section focuses on collection of pornography and erotica, since pedophiles almost always collect it. The sixth section focuses on behavior of the offender after identification. The seventh section focuses on four major problems that make the investigation of child sexual abuse and exploitation difficult for law enforcement officers and the criminal justice system. A discussion of considerations in obtaining and using expertise search warrants in cases of preferential child molesters is given. A bibliography is included. (ABL)

ED 307 577 CS 009 612

Smith, Dean R.; And Others
The Lexile Scale in Theory and Practice. Final Report.
MetaMetrics, Inc., Washington, D.C.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- 89
NOTE- 46p.
GRANT- NIH-HD-19448
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Correlation; Criterion Referenced Tests; Difficulty Level; *Measurement Techniques; *Readability Formulas; Reading Comprehension; Reading Research; Reading Tests; Skill Development; Test Reliability; Theory Practice Relationship
IDENTIFIERS- *Lexile Scale

A three-part correlational study examined the explanatory power of the Lexile theory of reading comprehension, which was based on the semantic and syntactic components of prose. Correlations were performed between the item difficulties of nine nationally normed reading comprehension tests and computer generated difficulties which were reported in Lexiles. A correlation of 0.93 was obtained between observed and theoretical scores. A second test was performed in which the rank order of basal series units were correlated with Lexile ratings of text difficulty. A correlation of 0.99 was obtained. A third test was performed in which the correlations between test item difficulties and Lexile ratings were compared with correlations derived from nine measures of readability. Results indicated that while the Lexile equation produced better correlations on average, analysis of variance revealed that the Lexile ratings did not provide a significantly better explanation of the test item difficulties than the readability formulas. Results indicated that the Lexile theory does account for a significant portion of the difficulty of continuous prose and can be used to generate normative and criterion interpretations of a score which would facilitate the direct matching of student abilities with reading materials of appropriate difficulty. (Two figures and 10 tables of data are included; 42 references are attached.) (RS)

ED 307 592 CS 009 674

McConkie, G. W.; And Others
Eye Movement Control during Reading: II. Frequency of Refixating a Word. Technical Report No. 469.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 28p.; For "Eye Movement Control during Reading I," see ED 286 166.
CONTRACT- OEG-0087-C1001
GRANT- #HD18116
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Eye Fixations; Higher Education; Perceptual Motor Coordination; Reader Text Relationship; *Reading Processes; Reading Research; *Word Recognition
IDENTIFIERS- Saccadic Eye Movements; Word Length

As part of a series of studies describing the oculomotor behavior of skilled readers, a study investigated whether a word refixation curve exists. Subjects, 66 college students fixating over 40,000 times, read lines of text from a computer screen and were instructed to read for meaning without regard to errors. Results of eye movement control indicated that the frequency of immediately refixating a word following an initial eye fixation on it varies with the location of the fixation and that the data fit a parabolic function. The study concluded that the observed curvilinear relation results naturally from models that postulate a linear decrease in acuity with retinal eccentricity. Effects of word length and cultural frequency on the frequency of refixating were also examined. (Six figures and three tables of data are included; 27 references are attached.) (RS)

ED 307 655 EA 020 191

Kanpol, Barry
Teacher Resistance and Accommodation to Structural Factors of Schooling: Possibilities and Limitations.
PUB DATE- Apr 88
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Employer Employee Relationship; *Ethnography; Marxian Analysis; *School Organization; Teacher Administrator Relationship; *Teacher Alienation; *Teacher Militancy; *Teaching Conditions; Work Environment
IDENTIFIERS- Willis (Paul)

This article presents ethnographic data to elaborate the nature of teacher resistance and accommodation to the structural context of schooling, and it illustrates the dynamics of group solidarity among a group of eighth-grade middle school teachers. The analysis is predicated on concepts identified by Paul Willis in his study "Learning to Labor: How Working Class Kids Get Working Class Jobs." These concepts--penetrations, dislocations, and limitations--are studied as a means to understand the hegemonic conditions found by teachers in their work lives. The analysis also seeks to demonstrate the possibilities that accompany present forms of teacher resistance and to show the limitations on the further development of emancipatory teacher behavior. (TE)

ED 307 683 EA 020 963

Reyes, Pedro; And Others
Organizational Incentives, Teacher Commitment, Morale, and Job Satisfaction: Is the Program Achieving Its Goals?
PUB DATE- Mar 89
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Ladders; Elementary Secondary Education; *Job Satisfaction; Occupational Surveys; Public Schools; Teacher Attitudes; *Teacher Morale

The purposes of this study were to compare first- and second-year career-ladder teachers on the basis of their levels of teacher commitment to schools, faculty morale, and job satisfaction and to analyze the variables that explain commitment, morale, and job satisfaction. Five hundred teachers, 250 first-year career-ladder teachers and 250 second-year career-ladder teachers, were selected at random from a midwestern state. The following conclusions were drawn: (1) differences exist between first-year and second-year career-ladder teachers concerning their level of commitment; (2) the variables of commitment, morale, and job satisfaction are predicted by educational level, gender, district size, and age; (3) first-year career-ladder teachers do not exhibit higher levels of morale, job satisfaction, and commitment than second-year career-ladder teachers; and (4) career-ladder programs are not an adequate means to develop teacher commitment, morale, and job satisfaction. Appended are six tables and 42 references. (SI)

ED 307 718 EA 021 056

Linton, Laura; Starratt, Robert J.
The Moral Life of Supervision.
Pub Date—Mar 89
Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Language—English
EDRS Price - MF01/PC01 Plus Postage.
Pub Type— Speeches/Conference Papers, "Papers Presented at...." (150) — Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
Descriptors—Developmental Stages; Elementary Secondary Education; *Ethical Instruction; Individual Development; *Moral Development; *Moral Values; Teacher Administrator Relationship

Students' decisions are influenced by the moral climate of their school. Changing social, economical, and traditional family structures have contributed to an upheaval of moral foundations. As a result, schools are becoming a critical arena for students to develop into morally responsible adults. Consequently, the moral growth of teachers is an important concern, as the levels of their cognitive, conceptual, and ego development have a direct relationship with student behavior and performance. Supervisors play an important role in promoting the growth of adults in the school. Those supervisors who do not manipulate teachers, who accept responsibility for their mistakes, and who display authenticity and candor are the most successful at generating trust among their staff. This trust is essential when defining the moral

dimensions of the supervisional relationships between faculty and staff—relationships that are a concern for the moral development of the entire school community. A list of references is provided. (SI)

ED 307 733 EC 212 031

The Decline in Special Education Degrees Conferred. Information on Personnel Supply and Demand.

National Clearinghouse for Professions in Special Education, Reston, VA.

SPONS AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Dec 88

NOTE- 10p.; Prepared by the Supply/Demand Analysis Center.

GRANT- [illegible]

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- College Graduates; *Degrees (Academic); *Disabilities; *Gifted; Higher Education; Labor Market; *Special Education; *Teacher Supply and Demand

This report summarizes data gathered by the National Center for Education Statistics on the number of special education degrees conferred from 1980-81 to 1985-86. This time period showed an uninterrupted decline in the combined number of bachelor's and master's degrees conferred. Most dramatic losses occurred in the areas of physical handicaps, mental retardation, and special learning disabilities. An increase in the number of graduates was reported in education of the gifted. The number of doctoral degrees in special education ranged from a high of [illegible] in [illegible] to a low of [illegible] in [illegible]. A table, organized by 11 fields of study, provides annual data on the number of bachelor's, master's, and doctoral degrees conferred between 1980-81 and 1985-86. (JDD)

ED 307 762 EC 220 267

Racino, Julie Ann
Site Visit Report: Seven Counties Services, Louisville, Kentucky.
Syracuse Univ., NY. Center on Human Policy.
SPONS AGENCY: National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE: Jan 88
NOTE: 11p.
CONTRACT: 300-85-0076
AVAILABLE FROM: Syracuse University, Center on Human Policy, Research and Training Center on Community Integration, 724 Comstock Ave., Syracuse, NY 13244-4230 ($1.25).
LANGUAGE: English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE: Reports - Evaluative/Feasibility (142)
DESCRIPTORS: Adults; Children; *Community Services; *Individualized Programs; *Interpersonal Relationship; Normalization (Handicapped); Program Evaluation; Quality of Life; Regional Programs; Residential Programs; *Severe Disabilities; Values
IDENTIFIERS: Kentucky

The report describes a site visit to the Seven Counties Services Region in Kentucky to identify and document promising practices for serving people with severe disabilities in integrated community-based services. The regional agency serves Jefferson, Oldham, Henry, Trimble, Spencer, Bullitt and Shelby Counties. Regional service priorities have included integrated preschools, family supports, and individualized residential alternatives which emphasize the principle of normalization. The visit identified five promising practices: a commitment to developing personal and meaningful relationships between people with developmental disabilities and non-handicapped people; an emphasis on keeping services small and personal; a focus on the centrality of the individual instead of the program; a commitment to children living with families instead of in a group environment; and a focus on both self- and external evaluation of services. (DB)

ED 307 777 EC 220 286

Dreyden, Julia I.; Gallagher, Shelagh A.
Contemporary Issues in Gifted Education.
Pub Date—Mar 88
Note—9p.; In: Dreyden, Julia I., Ed.; And Others. Developing Talent in Mathematics, Science and Technology: A Conference on Academic Talent (Durham, North Carolina, March 28-30, 1988); see EC 220 285.
Language—English
EDRS Price - MF01/PC01 Plus Postage.
Pub Type— Reports - Descriptive (Program/Project Descriptions) (141) [illegible]
Descriptors—*Academically Gifted; Curriculum Development; Educational Change; Educational Policy; Educational Practices; Elementary Secondary Education; Mathematics Education; Science Education; *Talent Development; Talent Identification

This paper was prepared as an introduction to the proceedings of a 1988 Conference on Academic Talent. The paper summarizes current National Science Foundation (NSF) policy in regard to the development of new science and mathematics curricula and describes the work of the Duke University Talent Identification Program in its efforts to reach and foster the talent of gifted youth. [illegible] concerns about existing curricula are discussed, and two strategies being used by NSF are identified: (1) upgrading curricula through [illegible] [illegible], short-term investments; and (2) [illegible] seeding method, long-term investments in searching for the [illegible] of the art and "breakthroughs" in instructional strategies. Also included is an overview of the conference presentations, highlighting the salient points of each. Major themes of the presentations include: scientific curiosity and the integration of [illegible], theory, and research in academic talent; educational and legislative policy in support of education for the gifted; and descriptions of programs to nurture the talent of children. (JDD)

ED 307 444   CE 052 524

REPLAN in Action.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-117-9
PUB DATE- Apr 89
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Vocational Education; Foreign Countries; *Information Dissemination; *Outreach Programs; Postsecondary Education; Problem Solving; Retraining; *Unemployment
IDENTIFIERS- *Great Britain

The 1987-88 dissemination program for REPLAN (the British program to promote educational opportunities for unemployed adults) is described; examples of good practice are identified; and suggestions for future dissemination activities are offered. The advice is intended for those who develop staff and curriculum for unemployed adults, and it concerns each of the four levels of curriculum dissemination previously identified by the program. Those levels are: giving straightforward information; raising awareness of problems; analyzing local problems; and identifying solutions. Under a heading for each level of dissemination, a successful dissemination strategy is summarized and then followed by an example and a comment that elaborates on the conditions under which the strategy was successful. A final section of the document gives conclusions and recommendations. The following recommendations are offered: plan collaboratively; plan activities that involve participants; use systematic evaluation, including follow-up; and continue support for the outcomes of dissemination programs. (CML)

ED 307 460 CE 052 580

Maricopa County Employer Wage Survey, 1988. Arizona Labor Market Information.
Arizona State Dept. of Economic Security, Phoenix.
PUB DATE- 88
NOTE- 43p.; For related documents, see CE 052 578-581.
AVAILABLE FROM- Labor Market Information Publications, P.O. Box 6123, Phoenix, AZ 85005-6123.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Career Education; Employment Practices; *Fringe Benefits; Health Insurance; Insurance; Merit Pay; Overtime; *Personnel Policy; Retirement Benefits; *Salaries; Surveys; *Wages
IDENTIFIERS- *Arizona (Maricopa County)

This document contains fall 1988 data on salary and benefits as provided by Maricopa County, Arizona, employers. A chart with wage data presents weighted hourly wage paid, hourly range, and weighted hourly range for each occupational title. Definitions of terms follow. Then, benchmark summary position descriptions (definitions) of the occupations are provided. Finally, a tabular report gives

the replies from 154 private and public large employers to the fringe benefit questionnaire. These areas are covered: pay administration, work practices, retirement/pension, disability insurance, life insurance, medical insurance, dental insurance, and pre-tax. (YLB)

ED 307 475 CE 052 602

French, Kenneth M.
Crianza Practica de Aves (Practical Poultry Raising). Appropriate Technologies for Development. Peace Corps Information Collection & Exchange Manual Series No. M-34.
TransCentury Corp., Washington, D.C.
SPONS. AGENCY- Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Apr 87
NOTE- 296p.; Translated by Morris Amato. For an English version, see ED 241 771. For a French version, see CE 052 600.
CONTRACT- 79-043-0129
LANGUAGE- Spanish
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Translations (170)
DESCRIPTORS- Agribusiness; *Agricultural Education; *Agricultural Production; Agricultural Skills; *Animal Husbandry; Annotated Bibliographies; Developing Nations; Equipment Utilization;

Evaluation Criteria; Extension Education; Facility Guidelines; Farm Management; Financial Support; Foreign Countries; Guidelines; *Livestock; Marketing; Money Management; Nutrition; Postsecondary Education; *Rural Development; Rural Education; Spanish; Vocational Education; Volunteers; *Volunteer Training
IDENTIFIERS- Chickens; Peace Corps; *Poultry

Written in Spanish, this manual is designed to provide development workers with the information and tools needed to begin or to improve poultry production. Covered in the individual chapters are the following topics: the nature and scope of poultry production, assessment of local poultry selections, basic information about chickens, country chickens, poultry husbandry, housing and equipment, maintenance of chicken health, feed and nutrition, poultry marketing and finances, and poultry extension. Appendixes to the manual include an examination of housing designs, discussions of poultry other than chickens, farmer-specific assessment criteria, a feed formulation chart, feed requirements, and a 19-item bibliography. A glossary concludes the manual. (CML)

ED 307 669 EA 020 921

Mertz, Norma T.; And Others
Mentoring for Administrative Advancement: A Study of What Mentors Do and Think.
PUB DATE- Mar 89
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Equal Opportunities (Jobs); Higher Education; *Industry; *Mentors; *Racial Discrimination; *Research Needs; *Sex Discrimination

Despite a profusion of mentoring publications, much information on the subject is opinion-based, retrospective, and reflective. In examining mentoring for career advancement, researchers have focused largely on proteges' experience. This study examined mentoring as a mechanism for career advancement, focusing on the mentor's perspective and seeking to identify what mentors did, why they did it, and how they saw the process before, during, and after the experience. The study also tries to identify whether special problems or issues arose as a result of cross-race and cross-gender mentoring. Using qualitative research methods, including indepth interviews and diaries, 25 subjects were chosen from three kinds of organizations--higher education, industry, and government. Only 15 actually participated. Mentors gathered at a symposium to discuss the role of mentoring in their careers, to explain their perceptions of the process, and to reflect on issues, problems, and other factors. After each mentor had selected a person in his/her organization with advancement potential and monitored this mentor-protege relationship for 3 months, a second symposium was arranged during which both groups shared their experiences. Two major findings emerged. There was enthusiastic agreement concerning the importance of mentoring. Mentors fell into two groups: "true believers," who used mentoring as an organizational tool; and "mystics," who felt mentoring should be a veiled process for a select few. Most mentors studied fit the latter category, which raises questions about mentoring relationships and their effects on career advancement. Results also raised serious questions concerning the value of mentoring for women and minorities. (30 references) (MLH)

ED 307 748 EC 220 253

Knoll, James; Racino, Julie Ann
Community Supports for People Labeled by Both the Mental Retardation and the Mental Health Systems.
Syracuse Univ., NY. Center on Human Policy.
Spons Agency— National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date— 88
Note— 9p.
Contract— 300-87-0076
Grant— G0085C03503
Available from— Syracuse University, Center on Human Policy, Research and Training Center on Community Integration, 724 Comstock Ave., Syracuse, NY 13244-4230 ($2.00).
Language— English
EDRS Price - MF01/PC01 Plus Postage.
Pub Type— Opinion Papers/Personal Viewpoints/Position Papers/Essays (120)

Descriptors— Adults, Behavior Disorders, Behavior Modification, Community Programs, Delivery Systems, Emotional Disturbances, Holistic Approach, Individualized Programs, Interpersonal Relationship, Mental Disorders, Mental Retardation, Multiple Disabilities, Normalization (Handicapped), Social Integration, Theories

The paper addresses issues in providing community services for people with both mental retardation and emotional or behavioral disorders. First, it explores the meaning often found at the root of the often elusive definition of dual diagnosis concluding that this has become a catch-all category for people who present existing service systems with the greatest challenges. Then it examines two, often conflicting, theoretical perspectives (the holistic versus the traditional behavioral perspective) underlying the widely varied approaches to services for these people. Finally, the crucial characteristics of integrated community-based services are discussed. These include small size, choice in residence, functional programming, individualized planning, staff availability and flexibility, a long term commitment, personalized service coordination, respect for autonomy and choices, individually tailored supports, flexible supports, and team support. Finally, the continuing importance of forging enduring human relationships is stressed. (DB)

ED 307 387 CE 051 756

Whaley, David C.; Jaeggli, Nathaniel
FFA Computer Applications Contest.
PUB DATE- 5 Dec 88
NOTE- 7p.; Paper presented at the National Agricultural Education Research Meeting (St. Louis, MO, December 5, 1988).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *Computer Literacy; *Computer Oriented Programs; *Microcomputers; Secondary Education; *Student Organizations; Student Participation; Vocational Education
IDENTIFIERS- *Contests; *Future Farmers of America

During the 1987 Agricultural Field Day at California Polytechnic Institute in Pomona, an experimental computer applications contest was offered to Future Farmers of America (FFA) chapters in California. The contest consisted of two classes of competition: a demonstration or presentation of a computer topic and a written test on general agricultural computer knowledge. Following the competition, the contest was evaluated through a mailed questionnaire to the contestants and their advisors. The contest was revised, and the revised format was offered at the 1988 Agricultural Field Day as a trial state finals contest. This revised contest offered students three classes of competition: a written test on general computer knowledge, a computer application of an agriculture-based problem, and an oral presentation on a computer topic. Test questions were drawn from the text, Understanding Microcomputers. The following three-year schedule for the type of computer application tested was identified: 1988--spreadsheet application, 1989--word processing application, and 1990--database management application. A three-year schedule of topics was also identified for the oral presentation: 1988--innovative use of computer programs in agriculture, 1989--computer and its applicability to the supervised occupational experience program, and 1990--computer graphics in agriculture. In 1987, 11 competitors participated; in 1988, 27 Future Farmers competed. (YLB)

ED 307 401   CE 052 452

Vocational Education and Connecticut's Common Core of Learning.
Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.

PUB DATE- 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Education; Allied Health Occupations Education; *Basic Skills; Consumer Economics; Cooperative Programs; *Core Curriculum; *Course Content; Home Economics; Industrial Arts; Marketing; Occupational Home Economics; Office Occupations Education; Secondary Education; Skill Development; *State Curriculum Guides; *State Standards; Technical Education; Trade and Industrial Education; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Connecticut

The Connecticut State Board of Education policy known as the Common Core of Learning, outlines the skill, knowledge and attitudinal attainments expected of the state's secondary school graduates. This guide identifies the common core elements that can and should be reinforced through the vocational education curriculum. Information on the common core is provided for these subject areas of vocational education: business office education, consumer home economics, occupational home economics, cooperative work education/diversified occupations, health occupations, marketing education, technology education/industrial arts, trade and industrial education, and vocational education in agriculture. Course offerings are examined in each subject area. The common core elements are identified and numbered according to three headings: attributes and attitudes, skills and competencies, and understandings and applications. Each common core element is rated according to how much emphasis it should be given in the curriculum (major, moderate, or minor focus or not a focus). The guide also provides the text of the Common Core of Learning. (KC)

ED 307 504 CE 052 633

Mukai, Masaaki; Kobayashi, Ryozo
TV Trouble-Shooting Manual. Volumes 15-16. Part 7: Power-Supply Circuit. Student and Instructor's Manuals.
International Labour Office, Islamabad (Pakistan). Asian and Pacific Skill Development Programme.

REPORT NO.- ISBN-92-2-106826-9; ISBN-92-2-106827-7
PUB DATE- 88
NOTE- 26p.; For related manuals, see CE 052 625-632.
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland ($2.00 each volume; complete set: ISBN-92-2-106780-7).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Vocational Education; *Electric Circuits; *Equipment Maintenance; Postsecondary Education; *Repair; *Television Radio Repairers; *Video Equipment
IDENTIFIERS- *Troubleshooting

These volumes are, respectively, the self-instructional student manual and the teacher manual that cover the seventh set of training topics in this course for television repair technicians. Both contain identical information on the television power supply circuit, including sections on the rectifier circuit and the voltage regulator circuit. Functional block diagrams and circuit diagrams are included. (CML)

ED 307 518 CG 021 678

School Psychology in Wisconsin: Programs and Practices. Bulletin No. 9265.

Wisconsin State Dept. of Public Instruction, Madison.

PUB DATE- 89
NOTE- 184p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- Alcohol Abuse; Child Abuse; Discipline; Drug Abuse; Early Parenthood; Elementary Secondary Education; Ethics; History; Pregnancy; Prevention; Professional Development; Psychological Services; *School Psychologists; *School Role; Special Programs; State Standards; *Student Needs; Suicide; Supervision; Truancy
IDENTIFIERS- *Wisconsin

This publication was written by practicing school psychologists and university trainers to aid Wisconsin's schools in their efforts to provide excellent psychological services to students, parents, and staff members. Overviews and selected papers are included in the areas of the professional development of school psychologists in Wisconsin, the roles of school psychologists in Wisconsin, special programs, and legal and ethical responsibilities. Papers included in this publication are: (1) "History of Wisconsin School Psychology" (David Moscinski); (2) "Training in School Psychology" (Cal Stoudt); (3) "Certification and Licensure" (Tom Hall); (4) "Supervision of School Psychologists" (Leonard Pennington); (5) "Continuing Professional Development" (Jerry Harper and Scott Wild); (6) "The EEN Role of Wisconsin School Psychologists" (Beth Doll); (7) "A Non-EEN Referral and Intervention Model for Wisconsin School Psychologists" (Martin Jenich); (8) "Program Evaluation and Research" (Charles Moore); (9) "Classroom Consultation" (Douglas Smith and Mark Lyon); (10) "Vocational School Psychology: Theory and Implementation" (Peter Kores); (11) "Computer Applications for School Psychologists" (William Frankenberger); (12) "Stress and School Psychological Roles" (Jerry Harper and Scott Wild); (13) "Children at Risk" (Rachel Gundersen); (14) "Suicide Prevention" (Rachel Gundersen); (15) "Gifted and Talented" (Rachel Gundersen); (16) "Teenage Parents and Pregnancy Prevention" (Rachel Gundersen); (17) "Alcohol and Other Drug Abuse" (Rachel Gundersen and Sean Mulhern); (18) "Child Abuse and Protective Behaviors" (Rachel Gundersen); (19) "Student Discipline and Truancy" (Greg Jenks); (20) "Early Childhood Programs" (Stacey McLinden and Lynn Miller); (21) "Legal Responsibilities" (Leonard Pennington); (22) "Ethical Standards" (Sean Mulhern and Beth Doll); and (23) "Minority Issues" (Beth Doll). Lists of relevant statutes and rules, training programs, professional organizations, publications and a selected bibliography are appended, as is the text of the National Association of School Psychologists' Standards for the Provision of School Psychological Services. (NB)

ED 307 547   CG 021 717

Nash, Margaret A.; Dunkle, Margaret
The Need for a Warming Trend: A Survey of the School Climate for Pregnant and Parenting Teens.
Equality Center, Washington, DC.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, D.C.
PUB DATE- May 89
NOTE- 21p.
AVAILABLE FROM- Equality Center, 1223 Girard Street, N.W., Washington, DC 20009 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; Attendance; Attitudes; *Compliance (Legal); Day Care; *Early Parenthood; *Educational Environment; Elementary Secondary Education; Extracurricular Activities; Federal Legislation; Health Services; *Pregnant Students; School Activities; School Counseling; *School Policy; Student Financial Aid

This study identified policies, practices, and attitudes that help or hinder continued schooling by pregnant and parenting teenagers. It examined the degree to which schools' treatment of pregnant and parenting students complied with Title IX of the Education Amendments of 1972 and how schools have initiated steps on their own to encourage pregnant and parenting teenagers to stay in school. Twelve diverse schools across the country were surveyed. The findings revealed that few schools had clear policies about how to treat pregnant and parenting students. Nine of the 12 schools were found to have Title IX violations. None of the schools, however, used pregnancy or parenthood as a reason for expulsion or suspension and none required pregnant or parenting students to enroll in special programs rather than staying in the regular classroom. Some schools reported having special initiatives to help pregnant and parenting teenagers stay in school. This report describes the study methodology and sample and lists Title IX problems which were found. It discusses key findings in the areas of attitudes toward pregnant and parenting teenagers, attendance, courses and programs, child care, working with other agencies, health services, extracurricular activities, and counseling and financial aid. Under each subject area are policies and practices that determine the school climate for pregnant and parenting students. (NB)

ED 307 562 CG 021 732

Van Den Heuvel, Dennis
Children at Risk: A Resource and Planning Guide.
Wisconsin State Dept. of Public Instruction, Madison.
REPORT NO.- Bulletin No 6514
PUB DATE- 86
NOTE- 187p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Academic Failure; Childhood Needs; Cooperation; Elementary Secondary Education; *High Risk Students; Models; *Potential Dropouts; *Program Design; *Program Evaluation; *Services
IDENTIFIERS- Wisconsin

This guide was written to provide a practical tool for school, community, family, business, and industry groups to use in planning, developing, and managing service networks to the meet the health, social, and educational needs of children at risk of school failure. This guide contains program models, elements of successful programs, and illustrations of steps to effective planning and program design. It includes sections on programs addressing alcohol and other drug abuse; remedial needs; family problems; needs of physically and intellectually handicapped children; needs of preschool children; school-age parents; suicide prevention; truancy prevention; vocational education; and general programs for children at risk. The appendices contain the children at risk statute, administrative rules, program requirements, and reporting and enrollment forms and procedures. They also include samples of data from the Wisconsin Department of Public Instruction's survey of school districts to identify promising practices for helping children at risk in their social, personal, and educational development. This guide identifies linkages among various human services providers which have been found to effectively serve the needs of children at risk. It also suggests procedures to be used in attracting provider commitment to a community-wide service network. It is recommended that users of this guide select program models and activities best suited to the children at risk in their own community. (ABL)

ED 307 609 CS 211 655

Frankenbach, Charlie
Teaching Poetry: Generating Genuine, Meaningful Responses. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 5p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Basic Education; Critical Reading; Critical Thinking; Elementary Secondary Education; *English Instruction; *Poetry; *Reader Response; Teaching Methods
IDENTIFIERS- ERIC Digests

Although many teachers force-feed the "meaning" of poetry to puzzled students or teach poetry by way of dissecting poetic techniques, more productive approaches to the study of poetry exist, as reflected in the literature in the ERIC database. Units of study can be organized around particular kinds of inquiry instead of around a literary genre or the themes of particular pieces. Readers can approach a poem by asking, "What does this say?" or "What does it matter?" Poetry can also sharpen thinking skills and teach children to deal with propaganda. In adult literacy education, the ambiguity of some poetry allows adult students to explore language in a non-threatening manner, since it invites unique explications rather than finding a right answer. The study of poetry can also be a suitable preparation for the study of law by teaching students to analyze language, recognize ambiguity, and develop consistency in interpretation--skills needed in the study of law. All of these approaches promote instruction that places responses to poetry within the control of students, who might shy away from poetry under teachers who lecture, quiz, and dictate a poem's meaning and significance. (MM)

ED 307 624 CS 211 838

Cameron, Catherine Ann; And Others
Home Factors in Primary School Written Expression.
PUB DATE- Mar 89

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, *Papers Presented at... * (150)
DESCRIPTORS- Family Characteristics; *Family Role; Foreign Countries; Longitudinal Studies; Primary Education; Reading Writing Relationship; Skill Development; Writing ((Composition); *Writing Readiness; Writing Research; *Writing Skills
IDENTIFIERS- Canada

A longitudinal study examined the development over the primary school years of the writing skills of children from the time they entered first grade until they completed grade three. In order to identify the nature of the literacy-related home experience of these children, interviews were conducted with each child (three classes in all) as he or she entered the program as well as at the conclusion of the project, and parents were asked to complete questionnaires. Each child's general level of intellectual functions, verbal skills, cognitive styles, and so forth was tested at the beginning of the project. At the end of each school year, standardized reading and writing tasks were administered. Although the patterns emerging from this study represent a relationship between familial, particularly maternally-mediated, literacy-related activities and literacy development in school, further explorations of these data are warranted. Significant correlations between child, family, home variables, reading and writing were observed. (Fifteen figures are included, and an appendix presenting a holistic scoring guide is attached.(NH)

ED 307 640 CS 506 521

Shermis, Michael

Communication Apprehension. Focused Access to Selected Topics (FAST)
Bibliography No. 15.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington,
IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.
PUB DATE- Mar 89
NOTE- 4p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071) Other/Miscellaneous (Not
Classifiable Elsewhere) (999) Reference Materials - Bibliographies
(131)
DESCRIPTORS- *Communication Apprehension; *Communication Skills;
Higher Education; *Public Speaking; Secondary Education; Speech
Instruction; Teaching Methods
IDENTIFIERS- *Stage Fright

This annotated bibliography contains 31 references of articles and papers in the ERIC database that deal with communication apprehension (CA). The first section provides strategies for instructors and students to alleviate communication apprehension, speech anxiety, stage fright, and other problems people have with public speaking. The second section presents several programs that have utilized these and other strategies to help with fear and avoidance of communication. Articles and papers in the last section deal with recent research on CA. (MS)

ED 307 684 EA 020 980

Grissom, James B.; Shepard, Lorrie A.
Structural Equation Modeling of Retention and Overage Effects on Dropping Out of School.
PUB DATE- Mar 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; *Dropout Characteristics; Dropout Programs; *Dropout Rate; Dropout Research; Elementary Secondary Education; *Grade Repetition; School Districts; *Socioeconomic Influences; Underachievement
IDENTIFIERS- Illinois (Chicago); Texas (Austin)

This study addresses the effect that grade retention has on dropping out of school. A structural model was developed to test the effect of grade retention on dropping out while controlling for the effects of other possible mediating variables, especially achievement. This model with slight modifications was applied across four different school districts: Austin, Chicago, and two unnamed districts, one a high socioeconomic status suburban district in the Northeast, and the other a large urban district in the Southwest. Conclusions suggest that a causal connection between retention and dropping out exists; however, the model does not explain why retained students are more likely to drop out. Appended are 10 references and 5 figures. (SI)

ED 307 701 EA 021 027

[illegible], Bonnie J.
You Can Expand with Ease If You Delegate and Support.
Pub Date—89
Note—13p.; Speech before the Annual Meeting of the National Catholic
Educational Association (Chicago, IL, March 27-30, 1989).
Language—English
EDRS Price - MF01/PC01 Plus Postage.
Pub Type— Speeches, Conference Papers, "Papers Presented at..." (150)
— Reports - Descriptive (Program/Project Descriptions) (141)
Descriptors—Catholic Schools, Day Care, Program Administration,
Program Development, Program Implementation, Recruitment
Identifiers—Nebraska (Omaha)

This speech suggests how teachers' involvement may stimulate Catholic school educational support for child care via recruitment committees. The success of one such committee in Omaha, Nebraska is documented. Suggestions include but are not limited to recruiting involved parish members, planning the committee's activities, organizing monthly meetings, taking action toward meeting the needs of working mothers and single-parent families, conforming to state regulations in arranging child care, implementing a child care curriculum, hiring a nurturing, trained staff, devising a method to share child care duties with parents, and surveying school constituent interest in child care. (JAM)

ED 307 416 CE 052 479

Introducing Writing to GED/ABE Students. Program Handbook.
New Mexico Univ., Albuquerque. Dept. of Educational Administration.

SPONS. AGENCY- New Mexico State Dept. of Education, Santa Fe. Div. of Vocational, Technical, and Adult Education.
PUB DATE- May 87
NOTE- 85p.; For related documents, see ED 264 385 and CE 052 477-480.
AVAILABLE FROM- ABE Project, College of Education 113, University of New Mexico, Albuquerque, NM 87131 (related videotape: $10.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Behavioral Objectives; *High School Equivalency Programs; *Inservice Teacher Education; Learning Activities; Teaching Methods; Writing (Composition); *Writing Instruction; Writing Skills
IDENTIFIERS- *General Educational Development Tests; Thinking Skills

This professional development package is designed to assist General Educational Development (GED) instructors in developing teaching skills to help them prepare students for the written essay part of the new GED exam. An introduction discusses some research and theory that support collaborative teaching situations that most efficiently and effectively communicate the required thinking/writing skills. It also describes a multistage model of instruction (prewriting, outlining, writing, revising, and editing). Some general guidelines for conducting the writing inservice program are provided. The facilitator's overview and guide provides materials for nine sections: introduction, organizing written materials, GED test criteria, understanding the GED writing sample, the group process, freewriting, sharing freewriting, organizing ideas, and moving from ideas to form. Use of a related videotape in the inservice sessions is discussed. Some

or all of these components are given for each section: rationale, synopsis, objective, resources, follow-up, and activity. The next section of this package contains reproducible resources for inservice participants, including writing topics, writing sample test, student assignment sheet, student freewriting worksheet, readings to explore organizational patterns, and additional sources for professional development. A glossary and tips for teaching writing are also provided. (YLB)

ED 307 430 CE 052 496

Occupational Competencies Report. The Electronics, Health Service and Construction Industries as Surveyed by the Trade Associations.
National Council on Vocational Education, Washington, DC.
PUB DATE- Apr 89
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Allied Health Occupations Education; Competence; Construction (Process); *Construction Industry; *Electronics; Employment Opportunities; *Employment Projections; *Health Occupations; Industrial Arts; *Job Skills; *Labor Needs; Nursing Education; Postsecondary Education; Secondary Education; Trade and Industrial Education

This report presents comments from working groups in the electronics, health services, and construction industries regarding what occupational competencies are and will be needed by current and future employees. It is intended for use by state and local advisers and administrators to evaluate the relevance and quality of vocational-technical education. Information on the three industries is provided in three sections. Each section covers these topics: projected number of employees needed over the next 5-10 years, skill requirements, equipment, facilities, methods and procedures, and resources and training materials developed by the industries. Section II on health services addresses these areas separately for health care employees and dental employees. Each section also includes other information that would be helpful, additional comments, and recommendations as to what needs to be done. An appendix provides charts on health care occupations growth and growth and educational demands of other occupations. Names and addresses of members of the occupational competencies working groups are provided. (YLB)

Maricopa County Small Employer Wage Survey, 1988. Arizona Labor Market Information.

Arizona State Dept. of Economic Security, Phoenix.
PUB DATE- Dec 88
NOTE- 51p.; For related documents, see CE 052 578-580.
AVAILABLE FROM- Labor Market Information Publications, P.O. Box 6123, Phoenix, AZ 85005-6123.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Career Education; *Employment Statistics; *Industry; Labor Market; *Small Businesses; Surveys; *Wages
IDENTIFIERS- *Arizona (Maricopa County)

This document collects and reports wages paid to workers in occupations of private establishments with 99 or fewer workers in August 1988 in Maricopa County, Arizona. The first section describes the survey format and sample. Narrative material and data tables provide information on the response rate, employment and wage movements in Maricopa County, weighted-average wage rate changes by occupational groups and industries, and occupational wage changes in Maricopa County. The second section presents the industrial wage structures. Wage information is reported for the following seven major industrial classifications: construction; manufacturing; transportation, communications, and public utilities; wholesale trade; retail trade; finance, insurance, and real estate; and services. Within these industries, the job titles are grouped into the occupational categories of managerial, professional, technical, service, maintenance and production, clerical, and sales. A summary occupational table, which contains all the wage data for the county, is provided as an estimate of industry-wide levels. A glossary of definitions of occupations is appended. (YLB)

ED 307 489 CE 052 616

PC Rider. A Training Manual. Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-36.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- 75
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Accident Prevention; Adult Education; Developing Nations; *Driver Education; Foreign Countries; Motor Vehicles; *Safety Equipment; Traffic Accidents; *Traffic Safety
IDENTIFIERS- *Motorcycles; Peace Corps

This booklet provides information on safe motorcycle operation and accident prevention. Its special focus is on Peace Corps volunteers who operate motorcycles in West Africa. A discussion of how a motorcyclist can minimize risks focuses on the "invisible motorcycle" and basic safety precautions. A section with riding tips is divided into: (1) tips for maintenance and upkeep of the motorcycle; (2) protective gear and insurance for the rider; and (3) tips for road riding, including signaling, lights, visibility, scanning, hazards, and special conditions. Protective gear to be worn by the motorcyclist is then discussed. The helmet, eye protection, footwear, gloves, and clothing are covered. A section entitled Special Considerations is a summary of the driving hazards of West Africa that were mentioned by volunteers. The booklet concludes with a section on motorcycle maintenance that addresses lubrication, ignition tune-up, electrical systems, carburetors, and general troubleshooting. (YLB)

ED 307 578 CS 009 629

Shermis, Michael
Adult Literacy: Overview, Programs, and Research. Focused Access to Selected Topics (FAST) Bibliography No. 31.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 6p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC *Information Analysis Products (071) Reference Materials -* Bibliographies (131)
DESCRIPTORS- *Adult Literacy; *Adult Reading Programs; Adults; Annotated Bibliographies; *Illiteracy; *Literacy Education; *Reading Instruction; Reading Research; Reading Skills

This annotated bibliography contains 34 references on issues concerning adult literacy listed in the ERIC database. It contains citations from the period between 1987 and 1989 and is divided into four sections. The first section provides an overview of adult literacy. Articles and papers in the second section describe and discuss adult literacy programs and projects. The third section presents citations on recent research. Issues concerning politics and women are annotated in the last section. (MS)

ED 307 593 CS 009 676

Stallman, Anne C.; And Others
Are "New" Words Really New? Technical Report No. 471.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 24p.
GRANT- OEG-0087-C1001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Basal Reading; Elementary Education; Grade 2; Grade 5; Reading Comprehension; Reading Research; *Vocabulary Skills

A study examined whether students already know the meanings of reading vocabulary presented as "new" vocabulary in their basal readers. Subjects, 142 second and fifth grade students from two midwestern school districts, were asked to complete a yes/no test and a multiple choice test of vocabulary in their basal readers at their grade level and at one and two years beyond their grade levels. Results indicated that children in both groups did not perform much better on the words they had been formally taught than on the words they had not yet been taught. Findings suggest that educators and publishers should reevaluate the criteria they use to select vocabulary for instruction in basal readers. (Seven tables of data are included, and 25 references are attached.) (RS)

ED 307 656   EA 020 561

Klauke, Amy
Drug Testing. ERIC Digest Series Number EA 35.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 4p.
CONTRACT- RI-88062004
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (Free; $2.50 handling charge with each order).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Compliance (Legal); *Drug Abuse; Drug Education; *Drug Legislation; *Drug Use; *Drug Use Testing; Elementary Secondary Education; *Legal Problems; Legislation; Public Schools; School Law; Student Attitudes
IDENTIFIERS- ERIC Digests

The issue of drug testing is the focus of this ERIC Digest. Several aspects of drug testing discussed in question-and-answer format: (1) What is the current status of drug use in the schools? (2) What legal questions arise when schools consider drug testing? (3) How might drug testing be applied in a fair, economical, and legally safe manner? (4) How might drug testing affect student attitudes? and (5) What are some alternatives to drug testing in the schools? Appended are 9 references. (SI)

ED 307 719   EA 021 058

[illegible], Elizabeth K
The Impact of Full Employment on Education.
Pub Date— Apr 89
Note— 13p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Rockport, ME, April 27-29, 1989).
Language— English
EDRS Price - MF01/PC01 Plus Postage.
Pub Type— Speeches/Conference Papers, "Papers Presented at..." (150) -- Reports - Research/Technical (143)
Descriptors— Elementary Secondary Education, *Employment Level, *Employment Patterns, Employment Qualifications, *Employment Statistics, Environmental Influences
Identifiers— *Massachusetts (Boston)

The impact on education of the near full employment in Massachusetts is analyzed. The document covers such probable impact areas as effects of the shortage in various job categories in school systems, characteristics of applicants, hiring strategies, and future plans. Data were gathered from telephone interviews with school system representatives from the north shore region of Boston. The results indicate that few problems exist in finding qualified people for positions in the school systems in this area, with a few notable exceptions. The impact has been described as more attributable to a combination of factors than to the Massachusetts employment picture alone. Appended are 10 references. (SI)

ED 307 734 EC 212 032

Personnel Supply and Demand: A Context for Special Education. Information on Personnel Supply and Demand.
National Clearinghouse for Professions in Special Education, Reston, VA.
SPONS AGENCY— Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE— Sep 88
NOTE— 9 p.; Prepared by the Supply/Demand Analysis Center.
Contract— [illegible]
Language— English
EDRS Price - MF01/PC01 Plus Postage.
Pub Type— Reports - Research/Technical (143)
Descriptors— Auxiliary School Services, Disabilities, Elementary Secondary Education, Enrollment Projections, Personnel Needs, Preschool Education, Special Education, Teacher Certification, *Teacher Supply and Demand

Annual surveys by the Association for School, College, and University Staffing show that various categories of special education are among the major areas of personnel shortage in all of education. Especially severe areas of shortage occur in the areas of emotional disturbance/behavior disorders, learning disabilities, and multiple/severe handicaps. In addition to shortages of instructional personnel, the National Center also briefly reports that the supply of occupational therapists has leveled off while the need for such rehabilitation personnel is growing. Other statistics from various sources reflect: anticipated enrollment increases in public schools, the number of new teachers needed per year, the attrition rate for teachers, the rate of emergency certification, and the development of alternative certification policies. A list of references is included. (JDD)

ED 307 763 EC 220 272

Griss, Bob
Access to Health Care. Vol. 1, Nos. 3/4.
World Inst. on Disability, Berkeley, CA.
Spons Agency—National Inst. on Disability and Rehabilitation
  Research (ED/OSERS), Washington, DC.
Pub Date—May 88
Note—47p.; Some charts have small print and may not reproduce well.
Available from—World Institute on Disability, 1720 Oregon St., Suite
  4, Berkeley, CA 94703 (available at cost).
Language—English
EDRS Price - MF01/PC02 Plus Postage.
Pub Type— Reports - Descriptive (Program/Project Descriptions) (141)
  — Numerical/Quantitative Data (110) — Collected Works - Serials (022)
Descriptors—Chronic Illness, Demography, Disabilities, Health
  Care Costs, Health Insurance, Health Needs, Health Services,
  National Surveys, Public Policy
Identifiers—Service Utilization

The problems of access, adequacy, and affordability of health insurance for persons with severe chronic conditions are analyzed. Part 1 defines the target population by considering conceptual and methodological issues, and examines statistics from various national surveys. Part 2 examines the distribution of health insurance throughout the population by age, family income, employment, and health status, and then compares the health insurance status of persons with and without disabilities. Attention is focused on the working-age disabled population,

divided into those who are employed, those receiving public health insurance, and those neither employed nor recipients of public health insurance. Part 3 explores the limitations of acute care-oriented health insurance for meeting such specific needs as rehabilitation, maintenance therapies, personal assistance services, durable medical equipment, assistive devices, disposable medical supplies, and drugs. Part 4 identifies barriers to adequate and affordable health insurance, including medical underwriting, the cost of health care services in relation to the income of persons with disabilities, and the limitations imposed on health insurance plans because of pre-existing conditions. Part 5 examines national survey data on health care costs and utilization patterns for persons with disabilities, critiques the limitations of the data, and identifies areas for further research. (JDD)

ED 307 778 EC 220 257

Trivelpiece, Alvin W.
Developing Academic Talent: A Problem of Vertical Integration and
 Divergent Questions.
Pub Date — Mar 88
Note — 19p.; In: Dreyden, Julia I., Ed.; And Others. Developing Talent
 in Mathematics, Science and Technology: A Conference on Academic
 Talent (Durham, North Carolina, March 28-30, 1988); see EC 220 285.
Language — English
EDRS Price - MF01/PC01 Plus Postage.
Pub Type — Speeches/Conference Papers, "Papers Presented at..." (150)
 -- Opinion Papers/Viewpoints (120)
Descriptors — *Academically Gifted; College Preparation; Educational
 Policy; Educational Practices; Elementary Secondary Education;
 *Higher Education; Science Education; *Talent Development;
 *Technological Literacy

The keynote address from the proceedings of the 1988 Conference on Academic Talent is presented here. The address criticizes the current educational system for its concentration on college preparatory courses that have little or no hands-on experience. It argues that the existing system does not encourage curiosity, a problem seen as so pervasive that it needs to be examined from a vertical integration or systems engineering point of view. Increasing interest in the area of science and technology education has recently been evidenced by several professional groups, which may lead to such an examination. Reactions of two discussants are appended. Frances Degen Horowitz highlights the need for a national policy which commits sufficient resources to develop the talents of children, and a policy which overrides some local, community control issues. William Friday notes the importance of looking to the free enterprise system in addition to government for help with the problem of developing academic talent, comments on the growing [illegible] of the United States as a nation, and supports the

recognition of nontraditional forms of talent. (JDD)

ED 307 792 EC 221 957

Gartner, Alan; Lipsky, Dorothy Kerzner
The Yoke of Special Education: How To Break It. Working Paper.
National Center on Education and the Economy, Rochester, NY.
Spons Agency—Carnegie Corp. of New York, N.Y.; New York State
Education Dept., Albany.
Pub Date—89
Note—38p.; Part of the Federal Role in Education Working Paper
Series.
Available from—NCEE, National Center on Education and the Economy, 39
State St., Suite 500, Rochester, NY 14614 ($4.00 each prepaid).
Language—English
EDRS Price - MF01/PC02 Plus Postage.
Pub Type— Information Analyses - State of the Art Materials (070)
Viewpoints, Personal Viewpoints, Position Papers/Essays (120)
Descriptors—Disabilities, *Educational Change, Educational
Practices, Educational Practices, Elementary Secondary Education,
Federal Legislation, Labeling (of Persons), Mainstreaming,
Regular and Special Education Relationship, *Special Education
Identifiers—Education for All Handicapped Children Act
This paper considers what is to be done to shape an educational system that meets the needs of all students. It then recommends such a system to replace the existing situation in which certain students are labeled as "handicapped" and placed in separate programs. In evaluating the current situation, the paper examines existing educational practices for students with handicaps, focusing on provisions and implementation of Public Law 94-142, funding, referral and assessment, student placement in the least restrictive environment, and program outcomes. Alternative strategies are presented for bridging the gap between special and general education to create a unified system. These strategies include, among others, strengthening the holding power of general education and making funds available to meet student needs regardless of categorical labels or location of services provided. A vision of the future calls for such reforms as: viewing handicap as a social construct, recognizing various types of intelligence, framing the student's "problem" as a mismatch between learning

needs and the instructional system, involving parents as partners, focusing on student achievement as the critical outcome, and improving educational productivity. Changes that can be accomplished within the present legislative situation are outlined. (JDD)

ED 307 445 CE 052 527

CEDEFOP Action Guidelines 1989-1992. Adopted by the Management Board in Berlin on 16 September 1988.
European Centre for the Development of Vocational Training, Berlin (West Germany).
PUB DATE- 16 Sep 88
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Innovation; Educational Needs; Foreign Countries; Information Dissemination; *Job Training; Postsecondary Education; *Program Development; *Research Methodology; *Research Projects; Secondary Education; *Vocational Education
IDENTIFIERS- *Europe

The 4-year action guidelines of the European Centre for the Development of Vocational Training (CEDEFOP) provide orientations and options that can be adjusted to take account of unanticipated events and changed circumstances in planning and program development in job training for the years through 1992. This guide provides information for planning for these major areas of activities: (1) research and development for a European labor market; (2) research on the role of vocational training; (3) activities concerning CEDEFOP's documentation, information, and communication networks; (4) activities to promote the transnational exchange of innovative vocational training concepts; and (5) research and development activities concerning the main actors in

vocational training. The final section provides information on activities, resources, and organization of projects. (KC)

ED 307 476 CE 052 603

Leonard, David
Cultivos Tradicionales (Traditional Field Crops). Appropriate Technologies for Development. Peace Corps Information Collection & Exchange Manual Series No. M-35.
TransCentury Corp., Washington, D.C.
SPONS. AGENCY- Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Dec 81
NOTE- 548p.; Translated by Elizabeth J. Carico. For an English version, see ED 241 773. For a French version, see CE 052 593.
CONTRACT- 79-043-0129
LANGUAGE- Spanish
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Translations (170)
DESCRIPTORS- *Agricultural Education; *Agricultural Production; Agricultural Skills; Agronomy; Annotated Bibliographies; Developing Nations; *Extension Agents; Extension Education; Fertilizers; *Field Crops; Foreign Countries; French; Guidelines; Harvesting; Herbicides; Horticulture; Land Use; Measurement; Pesticides; Pests; Postsecondary Education; *Rural Development; Rural Education; Soil Conservation; Soil Science; Vocational Education; Volunteers;

*Volunteer Training
IDENTIFIERS- Peace Corps

Written in Spanish, this manual, which deals with traditional field crops, is primarily designed to help Peace Corps volunteers develop and strengthen their agricultural skills. The focus of the manual is on surveying and interpreting local agricultural environment and individual farm units, developing agricultural extension techniques and practices, and providing basic hands-on and technical skills for extension workers in operations from farm land preparation through harvest. Covered in the individual chapters of the guide are the agricultural environment; reference crops; planning and preparation; soil fertility and management; pest and disease control; and harvesting, drying, and storage of crops. Appendixes to the manual include a list of common units of measurement and conversion; guidelines for conducting field trial result tests and demonstration plots, structural analysis, and soil samples; directions for using pesticides and herbicides; suggestions for troubleshooting common crop problems; lists of hunger signs in reference crops; and a discussion of planting skills for field extension workers. Concluding the manual are a glossary, a four-page bibliography, and a list of six references. (CML)

ED 307 505 CE 052 642

Working It Out: Performance Management Strategies for Increasing Services to At-Risk Youth.

Brandeis Univ., Waltham, MA. Center for Human Resources.

SPONS. AGENCY- Department of Labor, Washington, D.C.

PUB DATE- 89

NOTE- 29p.

AVAILABLE FROM- Center for Human Resources, Brandeis University, 60 Turner Street, P.O. Box 9110, Waltham, MA 02254-9110 (Four issues--$25.00 individuals; $50.00 organizations).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; Delivery Systems; *Disadvantaged Youth; *Federal Legislation; *Federal Programs; Grants; Grantsmanship; *High Risk Students; Job Training; *Program Development; *Program Implementation; Program Proposals; Proposal Writing; State Programs; Young Adults; Youth Employment

IDENTIFIERS- *Job Training Partnership Act 1982

This journal issue summarizes the main points of a two-volume guide to youth performance management: "Working It Out: An Anthology of State and Local Performance Management Strategies Designed to Increase Services to Youth at Risk of Chronic Unemployment." The guide draws on the experiences of state and local practitioners in identifying specific ways in which states can expand and improve services to youth through such key state-level policy actions as selecting and setting performance standards, establishing incentive policies, increasing coordination among youth-serving agencies, making effective use of Job Training Partnership Act discretionary grants, and providing technical assistance. This summary also highlights best practices and policy guidance for the local level on issues such as definitions of at-risk youth and employability, development of multitiered service delivery systems, youth-centered competency-based program designs, contracting methods to encourage high performance, and effective use of requests for proposals. (RC)

ED 307 533 CG 021 696

Burgess, Ann Wolbert
Youth at Risk: Understanding Runaway and Exploited Youth.
National Center for Missing and Exploited Children, Washington, DC.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Sep 86
NOTE- 53p.; Prepared in cooperation with the University of Pennsylvania School of Nursing.
CONTRACT- 86-MC-CX-K003
GRANT- 84-JN-AX-K010
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Family Problems; *High Risk Persons; Intervention; Missing Children; Prevention; *Runaways; *Youth Problems

This document describes a study of runaways (N=149) at a Toronto, Canada shelter which examined why urban adolescents run away from home; the role of sexual abuse in the life histories of runaways; and why runaways return home. The report begins with a discussion about adolescents at risk, with a definition of terms, numbers of runaways, and a new look at runaway youth. The second chapter describes major study findings about the adolescents examined, including life at home, abuse history, and an overall profile. A case study is included. The third chapter discusses patterns, reasons, consequences, and cycles of running. Three aspects of providing help if the cycle of running is to be broken and the youth directed toward achievement are discussed: (1) intervention considerations; (2) levels of intervention for short-term programs; and (3) the use of drawings as an interview and assessment technique. Creating a positive future for the runaway is the topic of the fifth chapter, which focuses on understanding the problem, public recognition of the problem, reorganizing agency relationships, and research and program evaluation. The final chapter provides advice to parents whose children have run away and advises all parents to be prepared. (ABL)

ED 307 670　　　　　　　　　　EA 020 922

Cooper, Bruce S.; Shute, R. Wayne
Training for School Management: Lessons from the American Experience.
Bedford Way Papers No. 35.
London Univ. (England). Inst. of Education.
REPORT NO.- ISBN-0-85473-307-6
PUB DATE- 88
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; *Administrator Qualifications; *Administrator Selection; *Certification; Elementary Secondary Education; Foreign Countries; Instructional Leadership
IDENTIFIERS- *Administrator Certification; *Great Britain

Two American academicians critically examine the American system of administrator training and certification. Suggested are key features that Britain might usefully adopt and other areas where Britain might improve on the inflexibilities of United States' policies. This book suggests mandatory certification as a central part of the process. The American model for training school administrators is reviewed according to its strengths and pitfalls. The issue of certification is treated with urgency and includes a discussion of how Great Britain can get started, the policy and the process of certification, and the contents of academic programs. The final chapter presents several scenarios that offer an optimistic glimpse into the future should Britain go toward a certification system for school leaders. Appended are 103 references. (SI)

ED 307 702 EA 021 028

Powell, Larry E.
Active Learning: Positive Impact for Schools and Democratic Society.
PUB DATE— 89
NOTE— 15p.
LANGUAGE— English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE— Information Analyses/State-of-the-Art Materials (070) — Opinion/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS— *Democracy; *Democratic Values; Elementary Secondary Education; *Experiential Learning; *Learning Strategies; School Effectiveness; Social Values
IDENTIFIERS— Bloom (Benjamin S); Montessori (Maria)

The concept of active learning is analyzed in terms of its place in the democratic school. Defined is the meaning of an effective democracy and active learning. The relationship of participation to democracy is analyzed in terms of effectiveness. Ownership and empowerment are the keys to participatory democracy. Several educators' philosophies are examined: Maria Montessori, Benjamin Bloom, and J. Goodlad. Student preparation for a democratic society is one purpose for the active learning project. Appended are 14 references. (SI)

ED 327 749   EC 230 254

Bersani, Hank A., Jr.; Salon, Rebecca
Personal Integration Inventory.
Syracuse Univ., NY. Center on Human Policy.
Spons Agency—National Inst. on Disability and Rehabilitation
  Research (ED/OSERS), Washington, DC.
Pub Date—1 May 88
Note—27p.
Grant—G0085C03503
Language—English
EDRS Price - MF01/PC02 Plus Postage.
Pub Type—Tests, Questionnaires, Evaluation Instruments (160)
Descriptors—Adults, Community Programs, *Daily Living Skills,
  *Developmental Disabilities, Disabilities, Evaluation Methods,
  *Interpersonal Competence, *Normalization (Handicapped),
  Questionnaires, Social Integration
Identifiers—*Personal Integration Inventory

The Personal Integration Inventory is a "Survey" that can be used to look at the life of a single developmentally disabled individual and the extent to which s/he is becoming integrated into his/her community. It focuses on the day-to-day experiences and interactions of people who live in community settings and should be completed by someone who has close involvement with the person. The inventory is intended to help monitor growth and progress over time, to help programs identify needs, and to promote training activities for staff members and others concerned with documenting personal integration. The inventory can be used with persons living in formal programs as well as with their families, with roommates, or on their own. Section I has sections covering non-residential activities, community resources, and personal relationships (including acquaintances, friends, and family involvement). Section II is intended to provide supplementary information with sections on a personal characteristics, home/residential program description, and supports to integration which include promoting integration, public education activities, support/training time/scheduling priorities, rules and guidelines, and other supports. (DB)

ED 307 388 CE 051 758

Johnson, Donald M.; Schumacher, Leon G.

Agricultural Mechanics Laboratory Management Competencies.

PUB DATE- 5 Dec 88
NOTE- 10p.; Paper presented at the National Agricultural Education Research Meeting (St. Louis, MO, December 5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Agricultural Education; *Agricultural Engineering; *Competence; Competency Based Education; *Laboratories; Laboratory Equipment; Laboratory Safety; Postsecondary Education; Secondary Education; Teacher Attitudes; *Vocational Education Teachers

A study was conducted to determine the laboratory management competencies needed by secondary agriculture instructors. Information was gathered through an initial mailing to all postsecondary, college, and university agricultural mechanics specialists serving on the National Future Farmers of America Agricultural Mechanics Contest Committee, 1986-87 school year. The questionnaires had a 43 percent rate of return. A list of 50 competencies was drawn up and re-sent to the experts with a Likert-type scale for rating them. A 76 percent return rate was achieved. The results showed that respondents averaged more than 20 years of teaching experience. They identified 44 of the 50 laboratory management competencies as being of average or greater importance. Eleven of the top 18 competencies pertained to safety. Other top-rated competencies included "update course offerings," "develop objective student evaluation criteria," "develop laboratory clean-up procedures," and "identify equipment needed to teach mechanical skills." The identified competencies represent the perceptions of recognized experts concerning the skills needed by high school agriculture teachers to manage an agricultural mechanics laboratory. (KC)

ED 307 402 CE 052 458

Norton, Robert E.
Managing Instructor Training to Achieve Excellence.
PUB DATE- 13 Jun 89
NOTE- 17p.; Paper presented at the Mid-America Competency-Based Education Conference (Ames, IA, June 13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Consortia; Cooperative Programs; Energy Occupations; *Inservice Teacher Education; *Institutional Cooperation; Instructional Materials; Learning Modules; *Material Development; *Nuclear Power Plants; *Nuclear Power Plant Technicians; Postsecondary Education; Staff Development; *Utilities
IDENTIFIERS- *Electric Utility Instructor Training Consortium

A group of concerned companies in the nuclear electric power industry formed the Electric Utility Instructor Training Consortium to train instructors in a cost-effective and time-efficient manner. The companies collaborated with the Ohio State University to (1) conduct job and task analyses; (2) develop performance-based instructor modules; (3) conduct a field review of the modules; and (4) revise and publish the 18 modules. The companies, such as Virginia Power, have used this process to organize their programs to provide for effective and efficient initial instructor training, advanced training, and continuing development. The companies were pleased with the modules developed and are integrating them into their training programs. (A competency profile of an industry instructor developed by the consortium is included in this report.) (KC)

ED 307 563 CG 021 733

Patchner, Michael A.; Balgopal, Pallassana R.

Care Planning, Quality Assurance, and Personnel Management in Long-Term Care Facilities. Final Report.

Illinois State Dept. of Public Aid, Springfield.
PUB DATE- 87
NOTE- 110p.; One of a series of reports issued under the heading: "1987 Long Term Care Research and Demonstration Projects. Final Reports. New Horizons in Long Term Care." (see CG 021 734-735).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Evaluation Methods; Institutionalized Persons; *Long Term Care; *Nursing Homes; *Personnel Management; *Planning
IDENTIFIERS- *Quality Assurance

Three studies were undertaken to examine topics of care planning, personnel management, and quality assurance in long-term care facilities. The first study examined the formulation and implementation processes of care planning for nursing home residents. The exemplary homes' care planning included the existence of strong care planning leadership, explicit procedures to be followed by care delivery staff, and strong support by administration of the entire care planning procedure. The second study examined effective management procedures in the areas of management approach, staff composition, advertising and recruiting, hiring, personnel records, job analysis and job descriptions, salaries and merit pay plans, performance appraisal, training, staff morale and incentive plans, employee benefits, and terminations and layoffs in six nursing homes with exemplary management. The third study examined quality assurance in six exemplary nursing homes. All six quality assurance programs consisted of organized and reliable procedures to identify needs and problems in service delivery, to formulate corrective plans, to implement the plans, and to evaluate the extent to which the plans achieved the desired outcomes in service delivery. (ABL)

ED 307 610 CS 211 667

Sensenbaugh, Roger
Use of Metaphor in Science Education. Focused Access to Selected Topics (FAST) Bibliography No. 14.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Mar 89
NOTE- 6p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; Childhood Attitudes; Computer Literacy; Content Area Writing; Elementary Secondary Education; Higher Education; *Metaphors; *Science Education; Technical Writing
IDENTIFIERS- Metaphorical Thought

This annotated bibliography contains 33 items from the ERIC database concerning the use and misuse of metaphor in science education. The items date from 1977 to 1988 and are grouped into fire categories: overview, science education, writing in the sciences, children's learning, and computer terminology. (RS)

ED 307 625   CS 211 840

Davis, Ken
Hypertext: A New Medium for Reading and Writing.
PUB DATE- Mar 89
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989). For a companion article, see CS 211 841.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Cognitive Processes; *Database Management Systems; Educational Technology; Futures (of Society); Higher Education; *Information Retrieval; *Information Technology; *Information Transfer; Instructional Innovation; Readability; Technological Advancement; User Needs (Information); *Writing Instruction; Writing Processes
IDENTIFIERS- *Hypertext

Writing teachers have a potential role in the development of a better hypertext. Hypertext can be defined as writing designed to be read--and perhaps added to--along many different paths, at the reader's choice. What the computer does for hypertext is increase greatly the speed and potential number of the links between chapters or ideas. What writing specialists can do to help in the creation of hypertexts is (1) become familiar with the medium, since hypertext is a future of written communication; (2) insist on even greater sophistication and ease of use for hypertext; and (3) bring the knowledge of writing instruction to the solution of the problems inherent in hypertext. Discussions that are going on now about hypertext include research exploring readability variables, the "node size" (the quantity of information that makes up the basic unit of a hypertext document), and the debate about the links that lead from one hypertext to another. Discussions are also in progress among hypertext developers about the extent and nature of reader participation in the hypertext writing process. The founders of the hypertext concept have insisted that hypertext should remove the distinction between writer and reader, and so they have designed hypertext systems that permit the reader to annotate or even alter the hypertext document, while still preserving the integrity of the earlier writer's work. Writing specialists can help find the answers to what kind of reader activity should be provided for. (MS)

ED 307 641 CS 506 522

Shermis, Michael
Business Ethics. Focused Access to Selected Topics (FAST) Bibliography No. 17.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 4p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Advertising; *Business; *Business Communication; *Business Education; Business English; *Business Responsibility; Corporate Support; *Ethics; Higher Education; Marketing; Moral Values

Addressing the needs of students who choose careers in business, this annotated bibliography contains 30 references of articles and papers in the ERIC database dealing with ethics in business. Sources cited in the first section, "Business Instruction," deal with teaching ethics in business communication, business literature, and other areas of the business education curriculum. Sources in the second section, "The Relationship of Business and Higher Education," address such concerns as universities' role in commercial activities and industry-sponsored research, their investments in South Africa, and student-sponsored commercial enterprises. The last section, "Big Business," contains citations on values and codes of ethics in the corporate world. (MS)

ED 307 685   EA 020 982

Godin, P.; Milthoefer, M. P.
On Hiring Principals; Perceptions of Principals on Selection and Hiring Practices--Are They Objective, Equitable and Fair?
PUB DATE- Apr 88

NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; *Administrator Qualifications; *Administrator Selection; Affirmative Action; Boards of Education; Elementary Secondary Education; *Equal Opportunities (Jobs); *Principals; *Sex Discrimination; *Sex Fairness; Social Bias; Superintendents
IDENTIFIERS- *Maine

The study examined whether or not research is being put into practice to select the best and the brightest for the position of principal and attempts to categorize ways in which discrimination occurs by identifying whether hiring agents discriminate against certain kinds of candidates. Specifically, three kinds of bias are examined: (1) gender of the candidate; (2) experience versus knowledge or education of the candidate; and (3) miscellaneous variables in hiring practices. The sample population included all 39 elementary and secondary principals in Washington County, Maine, with 29 (74%) of the principals responding. The perceptions indicate that superintendents and school boards are not as objective, fair, and equitable as they should be in selecting and hiring principals. There is an apparent disregard for the level of education or knowledge of candidates on the part of hiring agents. Implications for the future are discussed. Appended are seven references and a bar graph of characteristics of the respondents in the sample population. (SI)

ED 307 720 EA 021 059

Strouse, Joan

Educational Policy and the Hmong.
PUB DATE- Mar 89
NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches/Conference Papers (150) -- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acculturation; Adult Education; *Adult Literacy; *Educational Policy; Educational Practices; Elementary Secondary Education; Ethnicity; Ethnic Origins; *Ethnic Relations; *Hmong People; Immigrants; Refugees; *Social Integration

For a number of reasons, U.S. educational policy has failed to integrate the Hmong into the mainstream of American life. First, lacking transferable job skills, the Hmong were further disadvantaged by the inability of public schools and contracted English-as-a-Second-Language schools to assimilate traditional Hmong culture with new settlement circumstances. Second, the schools failed to keep Hmong adults enrolled. The English language curriculum was not suitable for preliterate adults. Third, the schools lacked sensitivity to the Hmong's poverty and absence of choice. For instance, women with children attended fewer classes because of either prohibitive costs or the relative absence of such services. A reorientation in educational policy toward the Hmong that demonstrates sensitivity and respect for Hmong culture would help to alleviate the social and economic stratification that plagues this new ethnic community. (JAM)

ED 307 431 CE 052 498

Morgan, W. J.; Scott, N. T.
Unemployed Graduates: A Wasted National Resource. Centre for Labour and Management Studies Occasional Paper 1. FEU REPLAN No. 358.
Nottingham Univ. (England).
SPONS. AGENCY- Further Education Unit, London (England).
PUB DATE- 87
NOTE- 143p.
AVAILABLE FROM- Publications Unit, Department of Adult Education, C Block, Cherry Tree Buildings, University of Nottingham, Nottingham, England NG7 2RD (1.50 pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; *College Graduates; *Education Work Relationship; Employer Attitudes; *Employment Patterns; Employment Potential; *Employment Programs; Employment Qualifications; Foreign Countries; Graduate Surveys; *Job Skills; Postsecondary Education; *Unemployment; Vocational Followup
IDENTIFIERS- *Great Britain

This report on the first stage of a proposed two-stage project, provides, in nontechnical language a general consideration of the relationship between higher education and employment that is intended to provide a policy background to the specific measures that will be elaborated in the second stage. The report also presents an account of the scale of the problem, including some observations on some of the characteristics of graduate employment. The report gives an account and analysis of what employers expect of graduate employment. Attention is focused on the specific qualities and skills sought by employers. Existing bridges to employment for unemployed graduates are also surveyed. The report concludes that what the bridges have in common is an attempt to restore lost confidence and to equip the unemployed graduate rapidly with basic knowledge about the graduate labor market and with the necessary skills of job search and job acquisition. Finally, the desirability of a program of career education intrinsic with degree studies is considered. Data tables and narrative analyses of the data are appended. A 46-item bibliography and index are also provided. (YLB)

ED 307 446 CE 052 552

Meier, Elizabeth L.
Early Retirement Incentive Programs: Trends and Implications.
American Association of Retired Persons, Washington, D.C.
PUB DATE- Dec 86
NOTE- 37p.
AVAILABLE FROM- American Association of Retired Persons, Public Policy Institute, 1909 K Street, NW, Washington, DC 20049 (Order #8604).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Dismissal (Personnel); *Early Retirement; Employment Practices; Middle Aged Adults; *Midlife Transitions; Outplacement Services (Employment); Personnel Policy; *Reduction in Force; *Retirement Benefits; *Work Life Expectancy

Despite many employers' opinions that incentive programs for early retirement are humane and desirable, such programs have several undesirable aspects for the retirees and the U.S. economy. The programs are actually termination programs because they function as a way employers can reduce their work force. (In fact, it was the 1973-75 and 1981-82 economic recessions that stimulated the programs' development, as did industrial structural changes and corporate mergers, deregulation, government agency budget cuts, and growing foreign competition.) Also contributing to the programs' termination-like nature are the facts that early retirees rarely have much choice about whether to retire early and that they often suffer economic losses because of early retirement. The national economy suffers because the programs result in less tax revenue and reduced consumer demand. To help overcome these undesirable aspects of the programs, participants should be entitled to the same access to job placement and other services provided to laid-off employees by employers and the community. Employers should include career planning and job search information in corporate preretirement programs. (The document includes a 40-item reference list.) (CML)

ED 307 462 CE 052 582

Jobs for Which You Can Qualify If You're Not a High School Graduate.

Arizona State Dept. of Economic Security, Phoenix.
PUB DATE- May 88
NOTE- 29p.; Adapted from the U.S. Department of Labor's 1979 publication by the same name.
AVAILABLE FROM- Labor Market Information Publications, P.O. Box 6123, Phoenix, AZ 85005-6123.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adults; Career Education; *Employment Opportunities; Employment Potential; *Employment Projections; *Employment Qualifications; *High School Graduates; *Occupational Information
IDENTIFIERS- Arizona (Maricopa County); Arizona (Pima County)

This booklet contains a list of occupations, selected from the 1986-87 Occupational Outlook Handbook of the U.S. Bureau of Labor Statistics, for which a high school diploma is not required. This information is provided for each occupation: job qualifications and requirements; information on talents, aptitudes, and interests that the occupation demands; and the national employment outlook for the job through the mid-1990s. The jobs are grouped into 13 categories: arts, cleaning services, clerical, communications, construction trades, food service, health, industrial production, mechanics and repairers, personal services, sales, and transportation. The report concludes with tables that show the employment opportunities in Maricopa and Pima counties in Arizona and nonmetropolitan counties from 1988 to 1993. (YLB)

ED 307 490 CE 052 617

Clark, Mari; And Others

Manual de Adiestramiento sobre Terapia de Rehidratacion Oral y Control de las Enfermedades Diarreicas (Oral Rehydration Therapy and the Control of Diarrheal Diseases). Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-53.

CHP International, Inc., Oak Park, IL.

SPONS. AGENCY- Peace Corps, Washington, DC. Information Collection and Exchange Div.

PUB DATE- Mar 85

NOTE- 203p.; For an English version, see ED 289 005.

CONTRACT- PC-284-1011

LANGUAGE- Spanish

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Translations (170)

DESCRIPTORS- Communicable Diseases; Competence; Competency Based Education; Course Content; Course Organization; *Developing Nations; *Disease Control; Disease Incidence; Drinking Water; Epidemiology; Foreign Countries; *Health Education; Health Personnel; Hygiene; Lesson Plans; *Nutrition; Postsecondary Education; Public Health; Sanitation; Spanish; Teaching Methods; Volunteers; *Volunteer Training

IDENTIFIERS- *Diarrhea; *Oral Rehydration Therapy; Peace Corps

This Spanish-language manual was developed to train Peace Corps volunteers and other community health workers in Spanish-speaking countries in oral rehydration therapy (ORT) and the control of diarrheal diseases. Using a competency-based format, the manual contains three training modules (organized in seven sessions) that focus on interrelated health education and technical content areas. Each module begins with a set of behavioral objectives and contains a sequence of sessions that address the specific content area. Session formats include targeted time frame, overview, objectives, resources, materials, procedures, and trainer notes. The modules cover the following topics: climate setting and assessment; diarrhea, dehydration, and rehydration; and nutrition and diarrhea. Extensive examples, sample forms, schedules, and handouts are provided. Materials are illustrated with line drawings. Suggestions to the trainer for adapting the materials for different countries and different learners are included in the training packet. (KC)

ED 307 519 CG 021 679

AIDS/HIV Education.
Iowa State Dept. of Education, Des Moines.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 89
NOTE- 122p.
CONTRACT- U63/CCU703067-01
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Curriculum Development; Elementary Secondary Education; *Health Education; Resource Materials; *State Legislation
IDENTIFIERS- *Iowa

The preface to this document explains action by the Iowa legislature mandating that all schools in the state teach human growth and development to students in kindergarten through grade 12 and notes that education concerning Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome (HIV/AIDS) is one of the components which are mandated. The materials presented in this publication are intended for use in HIV/AIDS education. A notebook format was chosen so additions and deletions could be made as research brings forth new information. Included in the materials are a manual for initial assistance to schools and communities; the AIDS/HIV Portion of the Human Growth and Development Curriculum Guide with activities for grades kindergarten-3, 4-6, 7-9, and 10-12; the early elementary model curriculum "Meet the Somebodies," designed for use in prekindergarten, kindergarten, and first grade; a bibliography of approved materials to be used in AIDS/HIV education; and appended materials including the relevant legislation. (NB)

ED 307 548 CG 021 718

Abstracts 1987. New Horizons in Long Term Care: A Report on the Long Term Care Research and Demonstration Projects.
Illinois State Dept. of Public Aid, Springfield.
PUB DATE- 87
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alzheimers Disease; Deinstitutionalization (of Disabled); Health Needs; *Institutionalized Persons; *Long Term Care; Mental Disorders; Models; *Nursing Homes; *Older Adults; *Research and Development
IDENTIFIERS- *Illinois

This booklet provides a description of 14 projects which were awarded funds during fiscal year 1987 for collaborative research in long-term care to find new ways to treat long-term care patients in Illinois nursing homes. It includes the organization or institution receiving the award, an abstract of the research proposal, and the name of the project director and principal investigator. Included are abstracts for projects dealing with family participation and improvement of care in nursing homes; model programs of nursing home management; deinstitutionalization; Project Elder Find; caring for the chronically mentally ill; case management and facility management; a model continence training program; care planning, personnel management, and quality assurance in long-term care facilities; nurse aide turnover; Alzheimer's disease; habilitation planning; care planning; pressure sore management; and quality care indicators for long-term care facilities in Illinois. (NB)

ED 307 579 CS 009 630

Shermis, Michael
Adult Literacy: Instructional Strategies. Focused Access to Selected Topics (FAST) Bibliography No. 32.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 6p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Education; *Adult Literacy; Adult Reading Programs; Annotated Bibliographies; *Computer Assisted Instruction; Illiteracy; *Literacy Education; Reading Instruction; Reading Skills; Teaching Methods

This annotated bibliography contains 36 references on teaching methods and instructional strategies in the field of adult literacy found in the ERIC database. It contains citations from the period between 1987 and 1989 and is divided into two sections. The first section lists sources for instruction and training, while the second section contains references for the use of computers in adult literacy. (MS)

ED 307 594 CS 009 678

Jipson, Janice A.; Paley, Nicholas

The Selective Tradition: Does It Exist in the Contemporary Elementary Classroom?

PUB DATE- 27 Mar 89

NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Childrens Literature; Educational Research; Elementary Education; *Reading Material Selection; *Teacher Attitudes; Teacher Influence

IDENTIFIERS- Teacher Surveys

To explore in-service elementary teachers' selection of children's literature and the factors influencing that selection, a study surveyed 55 public and independent elementary teachers (K-7) from urban, suburban, and rural settings in Massachusetts, Oregon, and Wisconsin about their recent experiences in selecting children's books for use in their classrooms during the 1987-1988 school year. Teachers completed written surveys identifying (1) three children's books they had used as part of their students' educational programs during the past year; (2) the books' authors; (3) the books' main characters; (4) reasons for the selection of each book; and (5) the number of years of teaching experience and current grade level taught. Findings revealed that teachers' selection of children's literature resulted from the appropriateness of the text within a larger instructional unit; personal preference for the book because of the story, author, illustrations, or award-winning status; and recognition of gender, race, and ethnicity as important elements in the book. Findings confirm that a "selective tradition" in teachers' choices (in which teachers select books that reflect their own cultural values) still exists. (Seven references are attached.) (MM)

ED 307 657 EA 020 585

Moyer, Herbert S.; Makonenczny, Robert W.
Shaping Tomorrow through a Budget Planning & Review Process--A
Collaborative Approach.
Bedford Public Schools, Temperance, MI.
PUB DATE- Aug 88
NOTE- 22p.; Dot matrix charts may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
(055)
DESCRIPTORS- *Administrator Responsibility; *Budgeting; *Curriculum;
*Educational Finance; Educational Quality; Elementary Secondary
Education; Enrollment; Financial Support; Personnel; *Program
Budgeting; Public Schools
IDENTIFIERS- *Bedford Public Schools MI

The budget planning and review process of the Bedford Public Schools' Budget Planning and Review Committee is outlined. The objective is to develop the next year's budget and project future years' financial impact, while optimizing the quality and quantity of the programs and services of the school district. The outline is divided into two areas. Administrative objectives and responsibilities are described for building principals, program administrators, assistant superintendent for personnel, assistant superintendent for curriculum, and deputy superintendent for business, as well as the budget planning and review subcommittees. The second part describes the responsibilities of committees on curriculum/enrollment, personnel, allocations and community services, custodial, and revenue projections. Appended are: (1) a budget recommendation form; (2) a description of the organizational structure; (3) high and low estimates of enrollment projections; and (4) a calendar of the 1989-90 budget planning and review process. (SI)

ED 307 735   EC 212 040

An Annotated Bibliography on Attrition. Information on Personnel
  Supply and Demand.
National Clearinghouse for Professions in Special Education, Reston,
  VA.
SPONS. AGENCY— Office of Special Education and Rehabilitative
  Services (ED), Washington, DC.
PUB DATE— Feb 89
NOTE— 20p.; Prepared by the Supply/Demand Analysis Center. Printed on
  colored paper.
GRANT— [illegible]
LANGUAGE— English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE— Reference Materials - Bibliographies (131)
DESCRIPTORS— *Disabilities; Elementary Secondary Education; *Faculty
  Mobility; *Special Education Teachers; *Teacher Burnout

The bibliography contains abstracts of 51 journal articles, documents, and books, concerning the attrition of educational personnel, especially special education personnel. Citations are dated from 1980 through 1988 and are listed alphabetically by author. In addition to bibliographic data, citations contain descriptive abstracts of up to 100 words and sources, such as the Educational Resources Information Center. (JDD)

ED 307 779 EC 220 288

Perkins, David N.; Simmons, Rebecca
The Cognitive Roots of Scientific and Mathematical Ability and Discussant Reaction: Alternative Representations: A Key to Academic Talent?
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 88
Note—41p.; In: Dreyden, Julia I., Ed.; And Others. Developing Talent in Mathematics, Science and Technology: A Conference on Academic Talent (Durham, North Carolina, March 28-30, 1988); see EC 220 285.
Contract—[illegible]
Language—English
EDRS Price - MF01/PC02 Plus Postage.
Pub Type— Speeches, Conference Papers, "Papers Presented at..." (150) — Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
Descriptors—Ability Identification, Academic Ability, Academically Gifted, Cognitive Ability, Elementary Secondary Education, Higher Education, Intelligence, Mathematics Achievement, Problem Solving, Scientific Literacy

This paper examines the cognitive structures and processes that underlie mathematical and scientific ability. Ability is divided into achieved abilities and precursor abilities. Identified concepts in the area of achieved ability include expertise, understanding, and problem-solving. Other abilities can be seen as precursors to such achieved abilities, and can offer some prediction and explanation of why those achievements come about. Candidate precursor abilities include general intelligence, multiple intelligences, the triarchic theory of intelligence, and developmental level. Implications for educational practice and research are discussed, focusing on selection of talent and instructional practice. Ruth Day offers a reaction to the paper, titled "Alternative Representations: A Key to Academic Talent?" The reaction paper describes research which found that speed and accuracy in learning can be affected by the method used to represent concepts in learning, such as two-dimensional forms of three-dimensional molecules, computer skills, and computer text editing commands. Edward Zigler offers another view in "Cognitive Theory of Academic Talent," which discusses the importance of the social and biological context of cognitive development, rate of cognitive development, creativity versus intelligence, motivation, competitiveness, etc. (JDD)

ED 307 403   CE 052 459

Creticos, Peter A.; Sheets, Robert G.
State-Financed, Workplace-Based Retraining Programs. A Joint Study. Research Report #89-01.
National Commission for Employment Policy (DOL), Washington, D.C.; National Governors' Association, Washington, D.C.
PUB DATE- Jan 89
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Economic Development; *Evaluation Methods; *Job Training; *Program Evaluation; *Retraining; *Work Experience Programs
IDENTIFIERS- California; Illinois

A project will develop and test a comprehensive monitoring and evaluation system tailored especially to the objectives and administrative requirements of state-financed, workplace-based employee training programs. That system will have the following three components: (1) a process monitoring system that shows whether the programs are following administrative guidelines for targeting and substitution; (2) a performance assessment system that measures direct program outcomes and shows whether the programs are reducing unemployment and increasing job retention; and (3) an impact evaluation system for measuring directly the net impact of the programs on job retention and unemployment. The training programs evaluated by this system will be considered successful in reducing unemployment and retaining jobs when they result in the following performance indicators: improved worker competencies; improved work unit performance; improved competitive standing of the company; and stable or improved wages and earnings of trainees. The test of the system will focus on assessment of the appropriateness and feasibility of those four performance indicators as measured by the system in 24 case studies of training programs in California, Illinois, and at least one more state. A final report is expected. (30 references.) (CML)

ED 307 417 CE 052 480

Vucinich, Janet; O'Conlin, Michaele

Ideabook on Writing for GED Instructors in Adult Basic Education.

New Mexico Univ., Albuquerque. Dept. of Educational Administration.
SPONS. AGENCY- New Mexico State Dept. of Education, Santa Fe. Div. of Vocational, Technical, and Adult Education.
PUB DATE- May 88
NOTE- 82p.; For related documents, see CE 052 477-479.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Behavioral Objectives; *High School Equivalency Programs; Learning Activities; Writing (Composition); Writing Exercises; *Writing Instruction; Writing Skills
IDENTIFIERS- *General Educational Development Tests

This handbook is intended to provide teachers with background information about the writing skills needed by General Educational Development (GED) students as well as practical instructional activities for use in the adult basic education/GED classroom. A guide to using the ideabook explains the POWER format that involves Prewriting, Organizing, Writing, Editing, and Rewriting. It lists general objectives and discusses use of the 10 writing tasks that move the students developmentally from the concrete to the abstract. Each task is composed of these components: a list of key objectives; a prompt that contains background information, directions, and key words; thought questions (Prewriting); student activities; directions for the Organizing, Writing, Editing, and Rereading stages that the teacher may use verbatim; and an additional prompt, which can be used at the teacher's discretion as extra classroom practice. Two reproducible student forms for each activity are included in the appendix. One consists solely of a

prompt; an expanded version provides all the material found on the teacher sheets. These reproducible sheets are also appended: a student record sheet, a summary sheet of the five steps in the POWER model, and instructor and student copies of a Bertrand Russell essay. (YLB)

ED 307 506 CE 053 222

Investing in People. A Strategy To Address America's Workforce Crisis. A Report to the Secretary of Labor and the American People.
Department of Labor, Washington, D.C.
PUB DATE- 4 Sep 89
NOTE- 36p.; Report of the Commission on Workforce Quality and Labor Market Efficiency.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9328 (Stock No. 029-000-00428-5).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Business Responsibility; Corporate Education; Elementary Secondary Education; Excellence in Education; Financial Support; Government Role; *Human Capital; Incentives; Job Skills; Job Training; *Labor Force Development; *Lifelong Learning; Personnel Policy; Postsecondary Education; Productivity; *Public Policy; School Business Relationship; Student Motivation

Demographic trends, technological change, and increased international competition are creating shortages of skilled workers and an excess of unskilled workers. In response to this growing crisis, the Commission on Workforce Quality and Labor Market Efficiency made 44 recommendations for a substantial, ongoing national commitment to investment in human resources. The recommendations center on three themes: (1) incentives to improve student motivation and achievement; (2) public and private investments in lifetime education and training; and (3) more efficient use of workers' existing skills. Specific recommendations include the following: presidential leadership in the development of national goals and timetables; school/business efforts to help students meet the educational standards necessary for labor market success; inclusion of transcripts and achievement test scores in employer evaluations of job applicants; incentives for teachers, administrators, and school districts; experimental school restructuring; corporate tax credits for education and training; income tax exemptions for employer-provided education and training benefits; increased funding of the Job Training Partnership Act and for postsecondary training grants; a Cabinet-level committee for human resource policy; federal support of community-based child care resource and referral agencies; increased subsidy of child care expenses; flexible employment arrangements; performance standards for public employment service; sensitivity of immigration policy to labor market needs; innovative approaches to labor-management relations; and increased funding for the collection of labor statistics, evaluations of human resource programs, and studies of best employment practices. (SK)

ED 307 534 CG 021 697

Spaulding, William
Interviewing Child Victims of Sexual Exploitation.
National Center for Missing and Exploited Children, Washington, DC.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Feb 87
NOTE- 52p.
CONTRACT- 86-MC-CX-K003
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Child Abuse; *Criminals; *Interviews; Law Enforcement; *Sexual Abuse; *Victims of Crime

The interviewing of the child victim of sexual exploitation is one of the first and most important steps in solving and prosecuting a case of child exploitation and is the topic of this document. The first chapter discusses the interviewer's role, focusing on improving communication, dealing with emotion, the interviewer's response, male or female investigator, and team interviewing. The developmental stage of the child, dynamics of sexual exploitation, and juveniles as witnesses are discussed in the second chapter. Preparation for the interview is discussed in the third chapter, discussing the child's family, the medical examination, others present during the interview, decision to record, and selecting the interview site. The interview itself is the topic of the fourth chapter which discusses beginning the interview, use of anatomically correct dolls, questioning the child victim, and closing the interview. Essays on special considerations in investigating ritualistic child sexual abuse and in obtaining and using expertise search warrants in cases of preferential child molesters are provided. A bibliography is included. The appendix includes charts categorizing the sexual victimization of children and situational and preferential child molesters, as well as a model of the cycle of violence. A model proviso is included. (ABL)

ED 307 642 CS 506 535

Shermis, Michael
Listening Skills in Business. Focused Access to Selected Topics (FAST) Bibliography No. 19.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 5p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Business Administration Education; *Business Communication; *Business Education; Communication Research; Higher Education; Instructional Materials; *Listening Skills; Secondary Education; *Teaching Methods

Addressing the increasing importance of listening skills in the business world, this annotated bibliography contains 22 items from the ERIC database from 1979 to 1988. The sources cited in the first section of the bibliography are primarily concerned with teaching techniques and strategies for teachers of secondary and higher education business classes, although a few sources are meant for students, and some references are for teaching materials, skills assessment instruments, and learning modules. The second section presents citations of recent research on such topics as the current state of comprehension training in business courses, barriers to effective communication, and strategies used to improve listening skills in business communication settings. (SR)

ED 307 671 EA 020 923

Arons, Mike
The Growing Chasm between Mission and Job.
PUB DATE- Apr 89
NOTE- 17p.; Presidential address before the National Meeting of the Association for Humanistic Education (Denver, CO, April 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Development; Cognitive Dissonance; *Educational Principles; *Educational Theories; Intuition; Self Determination; *Teacher Motivation
IDENTIFIERS- Bergson (Henri)

The call to a career in education does not come from logic or reason; rather, teachers are propelled by the deeper meaning of education--the meaning behind curricular instruction. Educators are driven by an artistic impulse to guide their students on the individual quest for intellectual enlightenment. An instructor cannot teach the essentials of his or her own craft to others; the drive to educate must originate within the individual. Society expects its teachers to feel this call to the mission of education, but it does not acknowledge the intuitive drive as an acceptable motivating force. Teaching, according to today's standards, is a profession--not an art. Artists and professionals are not the same. When the artistic impulse is removed from the instructor, quality of education is replaced by quantity, and conformity and depersonalization of education result. Preestablished, shared criteria for educational standards inhibit the call to education,

further remove teachers from the level of educator/artist, and shuffle them onto the level of professional. The discrepancy between an instructor's job description and the mission of education must be recognized and eliminated. (KM)

ED 307 703 EA 021 029

Harris, Diane J.; And Others
Fostering a Belief in Destiny by Experiencing Success in School for At-Risk Students.
PUB DATE - Nov 88
NOTE - 20p.; Paper presented at the Annual Meeting of the California Educational Research Association (San Diego, CA, November 17-18, 1988).
LANGUAGE - English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143) Speeches, Conference Papers. "Papers Presented at..." (150)
DESCRIPTORS - Competition; Comprehension; *Cooperative Learning; Developmental Studies Programs; Grade 8; High Risk Students; Junior High Schools; Junior High School Students; Locus of Control; Metacognition; Middle Schools; Minority Group Children; *Skill Development
IDENTIFIERS - California

This study was designed to compare (on locus of control and several achievement variables) middle school students who have been instructed for two semesters in a cooperative learning study skills class with those who have been instructed for two semesters in a competitive study skills class. Seventy-six eighth graders were given a semester of instruction in a cooperative learning program that developed study skills using graphic organizers and process writing activities. An additional 56 students were given a traditional study skills class that was part of a larger, district-level competitive program. A total of 132 students completed a locus-of-control scale. Their academic grades from language arts, history, geography, study skills, mathematics, and science classes were gathered. Of the students who were instructed in the cooperative learning study skills classes, those who were internally oriented achieved higher grades in the academic block, competitive classes. Of the students instructed in the competitive study skills classes, those who were externally oriented tended to achieve higher grades in the academic block, competitive classes. Externally oriented students tended to achieve higher grades in the first semester competitive model language arts class. Internally oriented students tended to achieve higher grades in history in the cooperative academic block classes. (Author/SI)

ED 307 750 EC 220 255

Bogdan, Robert
It's a Nice Place to Live: Professional Foster Homes and Supervised Apartments in Washington County, Vermont.
Syracuse Univ., NY. Center on Human Policy.
Spons Agency— National Inst. of Handicapped Research (ED), Washington, DC.
Pub Date— 86
Note— 21p.
Grant— [illegible]
Available from— Syracuse University, Center on Human Policy, Research and Training Center on Community Integration, 724 Comstock Ave., Syracuse, NY 13244-4230 ($1.90).
Language— English
EDRS Price - MF01/PC01 Plus Postage.
Pub Type— Reports - Descriptive (Program/Project Descriptions) (141)
Descriptors— Adults, Community Programs, Demonstration Programs, *Developmental Disabilities, *Foster Care, Graduate Study, Group Homes, Higher Education, Quality of Life, *Residential Programs, Respite Care
Identifiers— Vermont

The paper describes the residential services provided by Washington County (Vermont) to people with developmental disabilities, especially "professional foster homes" and supervised apartments. The professional foster homes serve 60 clients with severe disabilities who live with families in the community. There are three support staff, respite care is available, and the professional parents have a network to help each other. Services are provided in the home or by generic local agencies. Clients who are children go to local schools. At least one of the "professional" parents in each home have some advanced education and experience in the human services. The professional parents are paid approximately $11,000 for each person they care for. The supervised apartments have no more than two clients in each apartment. In some, a staff member stays overnight as a guest. The emphasis is on learning and practicing of community living skills and living a quality life. Also described is the Johnson State College Master's Degree Program which has been the source of many of the staff of the county's programs and the ties that many previous residents of Brandon State Training School, Vermont's large institution, maintain. (DB)

ED 307 764 EC 220 273

Gustavsson, Anders
How Do We Grasp "Reality" in Research about Families with Handicapped Children--and What Is Reality?
Pub Date--Aug 88
Note--13p.; Paper presented at the International Conference on Family Support (1st, Stockholm, Sweden, August 14-18, 1988).
Language--English
EDRS Price - MF01/PC01 Plus Postage.
Pub Type-- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinion Papers, Viewpoints, Position Papers, Essays (120)
Descriptors-- *Disabilities, *Family Life, *Family Relationship, Observation, Research Methodology, *Research Problems

This paper discusses different approaches used by researchers to acquire a comprehensive picture of what family life is like when one of the family members is handicapped. Researchers must determine the best time to get a "true" picture of what family life is like and must determine whether parents describe the true family situation or react to their perceptions of societal expectations. Researchers must also understand the different perspectives of family observers/participants (such as the handicapped individual, siblings, parents, sociologists, or psychoanalysts) in their descriptions of family life. The paper recommends that researchers turn to the great artists and learn by their experience to develop new ways to describe reality. Examples of different dimensions of a complex reality are presented, as captured by researchers,

autobiographers, and fiction writers in various cultural and social contexts. (JDD)

AUTHOR Kauffman, James M.
TITLE The Regular Education Initiative as Reagan-Bush Education Policy: A Trickle-Down Theory of Education of the Hard-to-Teach.
INSTITUTION Virginia Univ., Charlottesville. School of Education.
PUB DATE 89
NOTE 56p.; Supported in part by the University of Virginia's Commonwealth Center for the Education of Teachers. To be published in the Journal of Special Education, v23 n3 Fall 1989.
LANGUAGE English
EDRS PRICE MF01/PC03 Plus Postage.
PUB TYPE Information Analyses - State-of-the-Art Materials (070) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
DESCRIPTORS *Disabilities; *Educational Change; *Educational Policy; Educational Objectives; Elementary Secondary Education; Excellence in Education; Federal Programs; Government Role; Labeling (of Persons); *Mainstreaming; *Special Education; Student Needs

Proposals for restructuring and integration of special and general education, known as the regular education initiative (REI), represent a revolution in the basic concepts related to the education of handicapped students that have provided the foundation of special education for over a century. Education policy, as presented by Presidents Reagan and Bush, has consisted of fostering an image of striving excellence, regardless of substantive change, federal disengagement from education policy, and block funding of compensatory programs. All three strategies are viewed as having a negative effect on programs for special needs students. Thus, the REI is considered a flawed policy initiative which focuses on a small number of highly emotional issues such as integration, labeling, efficiency, and excellence for all. Further objections to the REI are that it does not have the support of critical constituencies, rests on illogical premises, ignores the issue of specificity in proposed reforms, and reflects a cavalier attitude toward experimentation and research. Several changes in direction are recommended for the achievement of meaningful reforms. These include obtaining the support of critical

constituencies, increasing attention to the effectiveness of educational strategies rather than the place in which they are implemented, and focusing efforts on incremental improvements in the current system. (Author/JDD)

ED 307 389 CE 051 759

Amberson, Max L.
Reorienting Agricultural Education towards a Free Market Model Emphasizing Economic Understanding.

PUB DATE- 5 Dec 88
NOTE- 9p.; Paper presented at the National Agricultural Education Research Meeting (St. Louis, MO, December 5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Agribusiness; *Agricultural Education; Curriculum Development; *Economics; *Educational Needs; *Educational Trends; *Futures (of Society); Institutional Cooperation; Models; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Agricultural Economics

Agricultural education has grown and flourished in the past because it took students with farm backgrounds and helped them become better managers and producers, thus improving agriculture in general. Now that fewer students are coming from farms into agricultural education, agricultural education has lost its protected status and become just another program of vocational education. If agricultural education is to survive, it needs to move toward a market economic model rather than following somewhat blindly the institutional governmental model. This model suggests that markets and prices interpret the wants of consumers in terms of supply, demand, and price, with markets the driving force. Since being introduced to a modified free enterprise economic model with the Vocational Education Act of 1963, vocational agriculture has wisely supplemented its traditional sole governmental institutional structure with another institutional structure that includes business, industry, educators, state and federal government personnel, as well as postsecondary teachers. This model promotes relevance and reacts to the needs of its constituency. The National Council for Vocational and Technology Education in Agriculture has been organized recently to increase cooperation to meet the needs of a free market educational model. In the future, the agricultural education curriculum will have to change to promote economic literacy and encourage the training of employees for agribusiness. (KC)

ED 307 477 CE 052 604

Gibbons, Michael J.; Schroeder, Richard
Extension Agricola (Agricultral Extension). Appropriate Technologies for Development. Peace Corps Information Collection & Exchange Manual No. M-39.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Sep 87
NOTE- 309p.; Translated by Morris Amato. For an English version, see ED 241 776.
LANGUAGE- Spanish
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Translations (170)
DESCRIPTORS- *Agricultural Education; *Agricultural Skills; Case Studies; *Cooperatives; Developing Nations; Educational Resources; *Extension Education; Farm Management; Foreign Countries; Participative Decision Making; Postsecondary Education; *Program Implementation; Recordkeeping; *Rural Extension; Spanish; Vocational Education; Voluntary Agencies; Volunteers; Volunteer Training

IDENTIFIERS- Peace Corps

This Spanish-language manual, developed for training Peace Corps volunteers for service in Spanish-speaking developing countries, explains the process of agricultural extension and provides practical guidance on carrying out an extension program. The first of six chapters explains what agricultural extension is and how it is used in the Peace Corps. The second and third chapters concentrate on background information for beginning and carrying out an agricultural extension program. Information is given on resources, planning, recordkeeping, and providing direct and indirect services to farmers. In the fourth chapter, suggestions for conducting farmer training are given, with emphasis on teaching methods and materials. The fifth chapter explains how to organize a farm cooperative, including group dynamics, leader training, and defining issues and tasks. In the final chapter, management and evaluation of an agricultural extension program are discussed. Appendixes to the manual present comparative case studies, information on technical manuals and extension training, and an 11-item bibliography and resource list. (KC)

ED 307 611 CS 211 713

Desjardins, Linda A.
An Argument for...A Three-Phased Approach to...Argumentative Writing.
PUB DATE- Apr 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Community Colleges; Freshman Composition; *Persuasive Discourse; *Revision (Written Composition); Teaching Methods; Two Year Colleges; *Writing Exercises; *Writing Skills
IDENTIFIERS- Northern Essex Community College NY; Writing Assignments

A three-phased writing assignment in Freshman Composition helps students move from writing narration and description to producing writing which supports and argues a point. In the first phase, the students are asked to write a paper which clearly states a point. In the second phase, students alter their first paper to conform to the needs of a different audience. In the third phase, students become a member of their audience and compose a convincing counterargument. The result of this experience is that students' papers show progress from the first to the third phase and that the writing is more coherent than when argumentation was addressed with a less structured approach. (RS)

ED 307 686 EA 020 986

Seidell, Steve L.; Frye, Jerry, Ed.
Model School Plan: Modesto City Schools, 1988-1989.
Modesto City Schools, Calif.
PUB DATE- Apr 89
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Demography; *Educational Legislation; *Educational Planning; *Educational Quality; Federal Legislation; *Financial Support; *Information Sources; *Program Development; School Law; State Federal Aid; State Legislation

IDENTIFIERS- Modesto City Schools CA

The model was developed as an example of useful information that can be included in categorical programs' school-level plans. It is a guide to help staff, parents, and others meet quality and legal requirements as they develop or revise annual written plans. In accordance with federal and state laws and regulations, a school plan is required for each school participating in programs supported by categorical funds. Section 1 discusses school information in terms of a mission statement, school/community description, plan development, demographics, support programs, and program coordination. Section 2 identifies the curricular areas contained in the model as well as "learning environment," ongoing planning, and evaluation categories. Section 3 contains a distillation of the information from the common pages provided by the California State Department of Education which must be reviewed and updated each year. (SI)

ED 307 721 EA 021 060

Edson, Sakre Kennington
Pushing the Limits: The Female Administrative Aspirant.
REPORT NO.- ISBN-0-88706-756-5
PUB DATE- 88
NOTE- 296p.
AVAILABLE FROM- State University of New York Press, State University
  Plaza, Albany, NY 12246 ($14.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) -- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *Educational Administration; Elementary
  Secondary Education; Equal Opportunities (Jobs); *Females;

  Nontraditional Occupations; *Sex Discrimination; *Sex Fairness;
  Women Faculty
IDENTIFIERS- *Women Administrators

The results of a longitudinal study of women pursuing administrative careers provides a fuller understanding of the motivations of women and may help aspiring women in making informed career choices. The book has five sections. The first covers career stages common to most aspirants, but from a female perspective. In the second section, women reflect on marriage and family, as well as on current administrators. Because women have special problems working in an all-male profession, the third part describes their concerns about discrimination in the workplace. The fourth part presents the goals and expectations expressed by the respondents at the beginning of the study (1979-80), followed by information from the career update (1984-85) on their levels of advancement and their advice to other aspirants. In the afterword, the study and the profession of educational administration as they relate to female educators are examined. (SI)

ED 307 736 EC 212 041

Bersani, Henry A., Jr.; And Others
Research on the Economics of Residential Services in Mental Retardation and Related Fields: An Annotated Bibliography.
Syracuse Univ., NY. Center on Human Policy.
SPONS AGENCY: National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE: Aug 87
NOTE: 54p.
GRANT: [illegible]
AVAILABLE FROM: Syracuse University, Center on Human Policy, Research and Training Center on Community Integration, 724 Comstock Ave., Syracuse, NY 13244-4230 ($4.50).
LANGUAGE: English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE: Reference Materials - Bibliographies (131)
DESCRIPTORS: *Community Services; *Cost Effectiveness; *Developmental Disabilities; Economic Factors; Economic Research; *Mental Retardation; *Program Costs; Public Policy; *Residential Programs

This bibliography lists 58 references which: (1) describe fiscal issues in residential services in the mental retardation/developmental disabilities and related fields, or (2) offer a theoretical perspective on doing research in these areas. The bibliography reviews studies which compare the cost of community-based services with the cost of institutional services, and studies which examine costs associated with a particular approach to community services. To describe these primary references, a review form is utilized, which lists specific topic areas and contains check marks indicating topics covered in each study. These topics indicate: whether the item is a cost study, a policy study, or a research methodology; the population studied; settings; location; age range; funding sources; operators; and costs accounted for. A brief textual description of some of the major findings and implications of each study is also included. Two other sections of the bibliography offer references to background information, including policy analyses, economic research, and background data on residential services. For the background materials, a short annotation of several sentences synthesizes each reference. (JDD)

ED 307 463 CE 052 584

Small and Medium Scale Agribusiness Assessment. Peace Corps Information Collection & Exchange Reprint No. TR43.

Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- May 83
NOTE- 91p.
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Agribusiness; Agricultural Education; Check Lists; *Developing Nations; Economic Development; *Farmers; *Feasibility Studies; Foreign Countries; Guidelines; *Needs Assessment; *Planning; Voluntary Agencies; Volunteers
IDENTIFIERS- Peace Corps

This manual is intended for Peace Corps volunteer use as they assist small- and medium-scale farmers in feasibility assessment and business plan development for agribusiness. Part I discusses the role of the Peace Corps in agribusiness development. It defines agribusiness, outlines the significance of agribusiness in economic development, discusses the need for small- and medium-scale agribusiness development, and describes the role of the Peace Corps volunteer. Part I concludes with a discussion of the steps in an agribusiness prefeasibility analysis. A flow chart illustrates the steps and decision points and, where appropriate, refers to the chapters of the checklist (Part II) to use in completing the steps. A brief explanation of the steps is provided. Part II contains the checklist for agribusiness assessment. The checklist is a set of guidelines for completing an agribusiness assessment. It is set out in five chapters to provide for a structured report that can be read in logical sequence. Chapter subjects are introduction; the project plan; governmental considerations; project socioeconomic analysis; and project assessment of the following subsectors: (1) livestock; (2) fisheries; and (3) fruits and vegetables (including ornamental plants). Samples and forms are provided. (YLB)

Worker Trait Group Guide. Revised Edition.

Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
REPORT NO.- ISBN-0-936007-11-7
PUB DATE- 88
NOTE- 509p.; For a companion guide, see CE 052 619.
AVAILABLE FROM- Meridian Education Corporation, 236 East Front Street, Bloomington, IL 61701 ($19.95).
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Choice; *Career Exploration; *Career Guidance; *Career Planning; Employment Qualifications; *Occupational Clusters; Occupational Information; Postsecondary Education; Secondary Education; *Vocational Interests

Intended as a basic career information reference for students and others, this guide consists of the following sections: (1) an introduction that explains how to use the guide; (2) descriptions of 12 career areas and the 66 worker trait groups associated with them; and (3) nine appendices that provide detailed definitions of the work factors and worker characteristics used as part of the descriptions, a list of occupations with military counterparts, and advice on using the guide with other career exploration resources. (The guide uses the same occupational classification system as the United States Department of Labor.) The 12 career areas, related to the basic types of interests people have, are artistic, scientific, nature, authority, mechanical, industrial, business detail, persuasive, accommodating, humanitarian, social/business, and physical performing. In the worker trait descriptions related to each career area, the following topics are covered: (1) worker traits and work factors related to success in the chosen field; (2) skills and abilities that would help one be successful in this group; (3) how one can prepare for this work; and (4) what else one may need to know about the work. (CML)

ED 307 520 CG 021 681

Froman, Robin D.; Owen, Steven V.
Physical and Mental Health Self-Efficacy in High School Students.

PUB DATE- Mar 89
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High Schools; *High School Students; *Mental Health; *Physical Health; *Self Efficacy; *Sex Differences; *Student Attitudes

Many researchers have examined the influence of perceptions on health related behaviors and efficacy perceptions have been shown to have powerful correlations with health behaviors. Most studies have focused on adults, few have looked at adolescents' efficacy perceptions about their health, and none have addressed the confidence teenagers have in their daily mental and physical health routines. The School Health Efficacy Questionnaire (SHEQ) was developed to measure adolescent perceptions of mental and physical health self-efficacy. A revised version of the SHEQ was administered to 449 high school students in grades 10-12. Twelve school nurses were asked to rate the items on the SHEQ, indicating how competent they believed the average high school student to be in each behavior. Data analysis showed the SHEQ to have sturdy reliability and validity properties and to be a useful tool in evaluation studies addressing adolescent health issues. The results indicated that psychosocial health issues troubled the adolescent slightly more than did physical health issues. Findings suggest that teenagers are fairly consistent about their self-beliefs. Mental health problems were concentrated on anxiety-producing events and physical health difficulties centered around daily routines. Managing sources of anxiety and managing daily, routine behaviors were perceived by the students to be relatively difficult. Gender differences appeared throughout the analyses. (NB)

ED 307 549 CG 021 719

Geroy, Gary D.
Counselors' Emerging Role in Individual and Canadian Economic Success.
PUB DATE- Jan 89

NOTE- 17p.; Paper presented at the National Consultation on Vocational Counseling (15th, Ottawa, Canada, January 24-26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; *Counseling Services; *Counselor Role; *Economic Change; *Economic Factors; Economics; Employment; *Employment Counselors; Foreign Countries; Labor Force Development; Trend Analysis
IDENTIFIERS- *Canada

Professional organizations in the world of work view counselors as human resource development professionals with historic and defined roles. The issue of new and emerging roles for counselors is the result of the need for a shift from counseling only for vocational placement to a concern for the intangibles resulting from the interaction between organizational change and evolving worker needs. It has been suggested that professional issues associated with this change will be focused around aspects of the economic and occupational environments with which counselors will interact and in which their clients will be emersed. Major departures in education and counseling need to occur to facilitate economic development. Curriculum and counseling need to be distributed over a wider temporal span which extends into post-formal school arenas and later lifetime periods of individuals. The counseling effort should embrace not only specific client needs, but be broad enough to consider organizational, societal, and economic realities. Counselors formally involved in economic development strategies may assume some combination of roles. The counselor will need to acquire additional knowledge and skills to support these new and more complex roles. Meeting these challenges will contribute to individual and national ecomonic development. (ABL)

ED 307 564   CG 021 734

Marcec, Andrew

The Alzheimer Disease Afflicted: Understanding the Disease and the Resident Instructors Guide and Teaching Materials.

Illinois State Dept. of Public Aid, Springfield.

PUB DATE- 87

NOTE- 84p.; One of a series of reports issued under the the heading: "1987 Long Term Care Research and Demonstration Projects. Final

Reports. New Horizons in Long Term Care." (see CG 021 733, 735).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Alzheimers Disease; *Caregivers; Death; Family (Sociological Unit); Intervention; *Training Methods

The learning modules contained in this document are designed to permit instructors in many settings to deliver high quality training to caregivers of Alzheimers' disease patients. Instructors can prepare by reviewing the Instructor's Guide which outlines the behavioral objectives each learner will be expected to achieve to complete the module as proposed. In this manual, the instructor is given the primary learning resources to be used in preparation for teaching. There are details of specific interventions which the caregiver would use in the administration of care to the resident. Narrative material is provided as a supplement to journal articles, books, and other primary learning materials. Definitive information which could be presented in a lecture format and would assure that all of the learner objectives would be covered in the lecture is included. An exercise is provided with each module which the learner may complete alone or in a group with other participants. Specific topics covered include defining Alzheimer's disease, communications, care strategies, family burdens, sensory loss, and dying and bereavement. (Author/ABL)

ED 307 580 CS 009 645

Coltheart, Veronika; Laxon, Veronica J.
The Development of Phonological Processes in Reading for Meaning.
PUB DATE- Aug 88
NOTE- 34p.; Paper presented at the Annual Australian Developmental Conference (5th, Sydney, Australia, August 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Reading; *Decoding (Reading); Elementary Education; Foreign Countries; Grade 2; Grade 3; Grade 4; Grade 5; *Phonics; Phonology; *Reading Comprehension; Reading Processes; Reading Research
IDENTIFIERS- England; *Phonological Recoding

A study examined the importance of two phonological encoding procedures (addressed phonology and assembled phonology) in children who are learning to read and how the relative importance of these two procedures might change over the age range from six to eight. Subjects, 72 fifth, fourth, and third grade students from two inner London (England) primary schools, were asked to pretend to be teachers marking a text for inaccuracies. A later experiment investigated another grade 3 sample of 17 children in another school. Still another experiment retested some of the original subjects, and a fourth experiment used 17 second graders aged six. The sentences were constructed with either exception words (whose correct phonological forms can only be obtained using addressed phonology) or nonwords (whose phonological form must be assembled). Results indicated that both forms of phonological recoding occurred with the older children, but that phonological encoding due to addressed phonology was observed in the younger children. (Three tables of data are included, and 26 references are attached.) (RS)

ED 307 626 CS 211 841

Davis, Ken
Toward a Hypertext on Writing.
PUB DATE- 13 May 89
NOTE- 11p.; Paper presented at the Annual Computers and Writing Conference (5th, Minneapolis, MN, May 13-14, 1989). For a companion article, see CS 211 840.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; *Database Management Systems; Educational Technology; Futures (of Society); Higher Education; *Information Retrieval; *Information Technology; *Information Transfer; Instructional Innovation; Technological Advancement; User Needs (Information); *Writing Instruction; Writing Processes
IDENTIFIERS- *Hypertext

Hypertext can bring much to the teaching of writing. Specifically, it combines the product and process approaches to writing. What can be taught about writing, by teachers and textbooks, is what cannot be learned from reading written products. What can and must be taught is the process by which those products were produced. Because hypertext is nonlinear or multidimensional, because it can allow scrolling forward or backward in time, it can allow student writers to see "behind" finished documents to the processes that produced them. Hypertext thus has the potential--not achievable by normal, linear textbooks--to truly relate process and product. Hypertext can give students flexible, individualized access to various stages in the writing of various documents. Hypertext allows people to create textbooks that do well the only thing that writing instruction can do at all. (Twelve references are attached.) (MS)

ED 307 658 EA 020 871

Barnette, J. Jackson; Sattes, Beth D.

Opinions about the Tennessee Career Ladder: A Statewide Survey of Tennessee Administrators. A Joint Study.
Appalachia Educational Lab., Charleston, W. Va.; Tennessee Association for School Supervision and Administration.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 88
NOTE- 91p.
CONTRACT- 400-86-0001
AVAILABLE FROM- Publications, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($8.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Career Ladders; *Educational Improvement; Elementary Secondary Education; *Management Development; *Program Implementation
IDENTIFIERS- *Tennessee

In November 1987, 1,200 Tennessee administrators out of 2,800 surveyed by mail offered their opinions about Administrator Career Ladder--a new program implemented in spring 1985 as part of the State's Comprehensive Education Reform Act. Results show that educators are split over the advisability of this undertaking. Survey responses varied consistently by position and by career-ladder status. Generally, superintendents and other administrators in the upper career-ladder levels responded more positively than did lower echelon administrators. Throughout Tennessee, more administrators have chosen not to seek higher career-ladder status than have opted to participate in the system. Overall, the school administrators surveyed do not perceive that the career-ladder program has improved Tennessee schools--the original intent of the program. However, a majority of administrators believe that the career ladder has positively influenced specific aspects of education by providing opportunities for extended contracts, professional growth, leadership, classroom teaching, public financial support, and student achievement. Based on survey results, the study group has advanced several recommendations concerning program improvement, the evaluation process, personnel eligibility, salary, and research needs. The report includes 31 tables and 3 appendices: (1) survey questions generated by the study group; (2) the career-ladder survey; and (3) respondent group characteristics. (MLH)

ED 307 432 CE 052 499

Harrop, Sylvia, Ed.
Oxford and Working-Class Education. New Edition.
Nottingham Univ. (England).
REPORT NO.- ISBN-1-85041-018-6
PUB DATE- 87
NOTE- 274p.; Reprint of Oxford University Press edition of 1909.
AVAILABLE FROM- Publications Unit, Department of Adult Education, C Block, Cherry Tree Buildings, University of Nottingham, Nottingham, England NG7 2RD (1.50 pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060) Collected Works - General (020)
DESCRIPTORS- Access to Education; *Adult Education; *Educational Demand; *Educational History; Educational Practices; Educational Trends; *Equal Education; Foreign Countries; Higher Education; Womens Education; *Working Class
IDENTIFIERS- *Great Britain; *University of Oxford (England)

This volume makes available to modern audiences the first of four major 20th-century reports dealing with adult education in England and Wales. It contains a facsimile reprint of the second, revised edition of the original 1908 document, with supporting essays by four well-known adult educators. The first two essays set the scene for the making of the report; the other two reflect on the report from the present day. An introduction (Sylvia Harrop) highlights both the issues involved in the making of the report, including the role of government, and the reasons why working-class men and women are largely absent from higher education 80 years later. "The Making of the Oxford Report" (Bernard Jennings) sees as the main issue behind the report the demand from working men for higher education. "The 1908 Report: Antidote to Class Struggle?" (Roger Fieldhouse) presents an opposing viewpoint and chronicles efforts by governments, judiciary, and employers to break socialist forces from the 1880s onwards. "The Report in Retrospect" (W. E. Styler) presents a perspective from personal experience. "The Cost and Value of Higher Education to Working-Class Women" (Jane Thompson) looks at the situation from the viewpoint of the almost overwhelming obstacles faced by working-class women trying to enter what is still a predominently male preserve. The text of the report follows. It addresses educational movements affecting workers, the Oxford University Extension Movement, the demand of workers for university education, and establishment of tutorial classes. (YLB)

ED 307 447 CE 052 554

Technical and Vocational Education Initiative Developments 6.
Education, Enterprise and Industry.
Training Agency, London (England).
PUB DATE- 88
NOTE- 114p.
AVAILABLE FROM- The Training Agency, TVEI Unit, 236 Grays Inn Road, London WC1X 8HL, England.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Exploration; Cooperative Education; Elementary Secondary Education; *Experiential Learning; Foreign Countries; Postsecondary Education; *School Business Relationship; Vocational Education; *Work Experience Programs
IDENTIFIERS- *Great Britain; *Technical and Vocational Education Initiative

In this report on cooperation between British vocational and technical education and local business and industry, the chapter titles and their authors are as follows: "The Challenge of School/Industry Cooperation" (John Waddington); "Work Experience in Norfolk" (Jim Cross); "Industry Links throughout the Curriculum in Lothian" (Michael S. Roebuck); "Sunderland's Education through Enterprise Centre: Ready for Extension" (Kevyn Smith and Sue Townsin); "Industrial Tutors--Four Approaches" (Celia Hirst); "Mini-Company Developments in Somerset" (Steven Craggs); "TVEI Technical and Vocational Education Initiative Links with the Community in Durham" (Alan Stoker); "'The Cake Crew' Enterprise in Lincolnshire" (Carol Dutton and Roger Mayall); and "Work Experience: An Evaluation" (Terry McIntyre and Helen Coombes). (CML)

ED 307 595 CS 009 681

Blazer, Phyllis C.
Whole Language Annotated Bibliography.
PUB DATE- 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Class Activities; Early Childhood Education; Elementary Education; Integrated Curriculum; *Language Arts; Reading Writing Relationship; Teacher Role; *Theory Practice Relationship
IDENTIFIERS- *Whole Language Approach

Beginning with a brief introduction which summarizes the characteristics of whole language theory, this 28-item annotated bibliography includes books and journal articles, many of which are 1988 and 1989 publications. (RS)

ED 307 763   EC 220 274

Lindberg, Marianne, And Others
Toy Libraries in Sweden in 1988.
Pub Date—Aug 88
Note—9p.; Paper presented at the International Conference on Family Support (1st, Stockholm, Sweden, August 14-18, 1988).
Language—English
EDRS Price - MF01/PC01 Plus Postage.
Pub Type— Speeches, Conference Papers, "Papers Presented at..." (150) — Reports - Descriptive (Program/Project Descriptions) (141)
Descriptors— Childrens Games, *Disabilities, Elementary Secondary Education, Foreign Countries, Library Role, *Library Services, Parent Education, Play, Preschool Education, Staff Role, *Toys
Identifiers— Sweden

Public and private organizations have developed toy libraries in Sweden for children with disabilities and children in need of special support for their development. Toy libraries have become places where parents can enquire advice with regard to play, meet a pedagogue with experience with children with handicaps, and meet other parents with the same problems. Described are the philosophy of the toy libraries, the role of the toy librarian in making the child's abilities visible to the parents, and the results of surveys which indicate that use of toy libraries in the habilitation of children and youth is increasing. (JDD)

ED 307 404 CE 052 460

Hollenbeck, Kevin

Statistical Digest of Postsecondary Occupational Education at Public Institutions.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 200p.; For related documents, see ED 299 431-432.
CONTRACT- V051A80002
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Career Guidance; *College Choice; Curriculum Development; *Decision Making; Enrollment Influences; Institutional Administration; *Institutional Characteristics; Linking Agents; Postsecondary Education; Public Colleges; School Business Relationship; *Student Characteristics; Tables (Data); *Vocational Education

This digest provides summary information from a major data collection effort involving a nationally representative survey of public or nonprofit institutions offering postsecondary occupational or technical education. The survey focused on the processes of curriculum and instructional decision making and student decision-making behavior. The 105 tables in the document are organized into five major categories: institutional characteristics and administration; linkages to external agencies; occupational programs and instruction; career guidance/placement office; and student characteristics. Within each major category, the tables are grouped by subject matter. The table of contents lists the order of 27 subjects within the five categories. Finally, an index to the digest can be used to find individual items of interest. All the tables present the data by institutional type and for the entire sample. Most of the data entries are unweighted means or frequency percentages. In other cases, rank orders of unweighted data are presented. The survey instruments are appended to the digest. (KC)

Bebris, John M.; Ashmore, M. Catherine
Summary of Ohio Entrepreneurs Survey Results. Facts & Findings. Special Issue.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 88
NOTE- 9p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Vocational Education; Business Administration; Career Education; *Educational Background; *Employer Attitudes; *Entrepreneurship; Entry Workers; Outcomes of Education; Postsecondary Education; Program Effectiveness; Secondary Education; State Surveys; *Vocational Education

The Ohio Entrepreneurs Survey was conducted during the winter of 1988 to learn more about the vocational background of Ohio's business owners. A secondary purpose was to identify the opinions the business owners held about high school vocational graduates and their abilities as entry-level employees. The four-page questionnaire was completed by 9,100 business owners. Survey respondents were mostly male, predominantly white, and mainly middle-aged. Two out of three started their businesses before age 35 and generally in an urban setting. Business owners with a vocational education background, especially high school vocational education, were generally younger, started their businesses at significantly earlier ages, and were more evenly dispersed between urban and rural settings. Ohio business owners reported considerable involvement with vocational education. The percentage of Ohio business owners with some vocational education was nearly three times the national percentage. Those respondents having high school education started their businesses at substantially earlier ages, reported higher than expected levels of education, and were more likely to operate in a rural setting. Ohio business owners generally held high school vocational graduates in high regard. Implications for future curriculum and program development for vocational education were suggested. (YLB)

ED 307 535 CG 021 699

Bustos, Patrick D.
Teen-Age Parents and Child Support: Creating Family Ties.
National Conference of State Legislatures, Denver, CO.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jun 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; *Child Support; *Early Parenthood; Family Relationship; Intervention; *Pregnancy; *State Legislation; *Trend Analysis

This report examines the special problems associated with establishing paternity and collecting child support from teenage parents. The report reviews public policy options for legislators and is divided into three major sections: estabilishing paternity, child support enforcement, and state legislative policy and program responses. It notes that an examination of state legislation revealed that many states have paternity establishment and child support enforcement laws and programs, but very few have targeted efforts to the special needs and problems of the teenage population, resulting in few teenage mothers collecting child support, with most relying instead on Aid to Families with Dependent Children (AFDC). The report concludes that state legislators are in a position to remedy this by promoting laws and programs that will encourage paternity establishment, enforce support orders, and make young absent parents more financially capable and responsible. The report includes tables showing AFDC/foster care assistance payments recovered through child support collections and nonmarital births to women under age 20 as a percentage of all births to women under age 20. References are included. (ABL)

ED 307 612 CS 211 721

Hill, Carolyn
Beyond the Enthymeme: Sorites, Critical Thinking, and the Composing Process.
PUB DATE- 18 Mar 89
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audience Awareness; Critical Thinking; Freshman Composition; Higher Education; Persuasive Discourse; *Writing Exercises; *Writing Processes; Writing Skills
IDENTIFIERS- *Enthymemes; *Free Writing; Process Approach (Writing)

A teacher presents a writing exercise designed to facilitate audience-directed, critical thinking during the process of composing, that starts students thinking in terms of sorites and enthymemes. Students first read a CIA manual, "Psychological Operations in Guerrilla Warfare," that instructs the Contra guerrillas in illegal acts and then free write a letter for 10 minutes. Students then pull out sorites and enthymemes from their free writing and use one of them as the logos of their first paper. The exercise (1) promotes self-discovery and subjective knowledge via use of the student's own voice; (2) encourages critical thinking and constructed knowledge via consideration of the intended audience; (3) empowers the students through small group work and collaboration; (4) enables the students to recognize the dynamic interrelationships among ethos, pathos, and logos by encouraging them to write emotionally; and (5) recognizes that enthymemic reasoning is the process by which the writer decides what is necessary based on what the writer desires and what the audience accepts as already known. (RS)

ED 307 643 CS 506 612

Rosenberg, William L.; Elliott, William R.

Media Reliance, Political Campaign Knowledge and Activity.

PUB DATE- May 89

NOTE- 29p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989). Best copy available.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Analysis of Covariance; *Mass Media Effects; *Mass Media Use; Media Research; *Models; Newspapers; Political Attitudes; *Political Campaigns; Political Influences; Surveys; Television

IDENTIFIERS- *Media Reliance; Pennsylvania; *Political Communication

Researchers recently have been focusing on the relationships between audience orientations toward specific media and their knowledge about political candidates and issues. The question of media dependency, particularly dependency on television versus newspapers, has been a focal point in the discussion. To test the relationship between media reliance, campaign knowledge, and campaign activity, subjects, 341 voting age Philadelphia residents contacted by telephone using random digit dialing techniques, were interviewed about their media orientations, media use, and campaign interest in the context of the 1986 senate and governor's races in Pennsylvania. A theoretical model based on two models of media dependency was used to analyze the data. The analysis indicated the importance of campaign interest as a predictor of campaign knowledge and activity but finds that media reliance, defined as the individual's identification of a specific medium as their dominant political information source, is unrelated to both campaign knowledge and campaign activity. Findings also showed the superiority of the newspaper as a medium for the transmission of political information. (Six figures and three tables of data are included, and 25 references are appended.) (MS)

ED 307 672 EA 020 924

Gerrick, William S.
Mentoring and Peer Coaching: An Action Model.
PUB DATE- Mar 89
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Orlando, FL, March 3-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *Collegiality; Elementary Secondary Education; *Mentors; *Peer Teaching; Professional Development; *Teacher Orientation
IDENTIFIERS- *Coaching; *Missouri

The Missouri Excellence in Education Act (1985) requires the establishment of professional development programs for beginning teachers. By offering collegial support and practical assistance, these programs should help beginning teachers polish their skills, improve their chances for success, and encourage them to stay in the profession. As teacher shortages become a serious threat to education, mentoring programs offer a logical, relatively inexpensive approach to helping avoid this loss of potential. This paper describes the Ferguson-Florissant School District's four-phase plan to develop a successful program. In the first phase, the district's Human Resources Office, responsible for developing and implementing the program, sent all teachers an announcement brochure based on information gleaned from a literature review and discussions with new teachers. The brochure profiled the successful mentor, emphasized a strong trust and caring component, and listed expectations for program participants. A month following the brochure's distribution, 75 teachers had submitted applications accompanied by principal recommendations. As new teachers were hired, human resources staff worked with principals to assign mentors. Phase II involved preparation of the mentor handbook. In phase III, summer training sessions using role playing and brainstorming techniques were provided for mentor teachers. Phase IV involved three one-on-one followup sessions with the Human Resources Director. The program's success has spurred efforts to sponsor a peer analysis/coaching program for all interested district teachers. Included are three references. (MLH)

ED 307 704 EA 021 030

[illegible]
Computer-Aided Facilities Management Systems (CAFM).
PUB DATE - 89
NOTE - [illegible]p.
LANGUAGE - English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Administrative Organization; *Computer Oriented Programs; *Computer Software; *Computer System Design; Elementary Secondary Education; *Management Information Systems; *Management Systems; Systems Development; Word Processing
IDENTIFIERS - *Computer Aided Facilities Management

Computer-aided facilities management (CAFM) refers to a collection of software used with increasing frequency by facilities managers. The six major CAFM components are discussed with respect to their usefulness and popularity in facilities management applications: (1) computer-aided design; (2) computer-aided engineering; (3) decision support systems; (4) management information systems; (5) project management systems; and (6) word processing. The facilities planning process is briefly reviewed, followed by a discussion of the relative benefits of the six major components. (SI)

ED 207 780   EC 130 289

Clark, Kenneth E.
The Importance of Developing Leadership Potential of Youth with Talent in Mathematics and Science and Discussant Reactions.
Pub Date— May 80
Note— 23p.; In: Grayden, Julia I. Ed., and Others. Developing Talent in Mathematics, Science and Technology: A Conference on Academic Talent (Durham, North Carolina, April 28-30, 1980); see EC 130 285.
Language— English
EDRS Price - MF01/PC01 Plus Postage.
Pub Type— Speeches, Conference Papers, "Papers Presented at..." (150) Opinion Papers, Viewpoints/Position Papers/Essays (120)
Descriptors— *Academically Gifted, General Education, Higher Education, *Leadership Qualities, *Leadership Training, *Mathematics Education, Science Education, *Talent Development, Talent Identification

This paper argues that the search for and development of talent in science and mathematics must not be so circumscribed that every young person found with that talent be captured for science and mathematics careers. Talented youth should also be prepared for broader roles in the betterment of society. Leadership needs to be strengthened, in the hope that society might be better governed. Studies of top leaders indicate that good leaders need to learn, to be tested by experience, and to examine and revise what they learned. To make this happen, it is necessary to attract into leadership responsibilities talented and well-educated persons, by offering talented youth a broad and liberal education that builds commitment and concern, an understanding of our social institutions, and an ability to engage in rigorous and analytical processes that characterize good science. Karl [illegible] offers a reaction to the paper by exploring the backgrounds of such leaders as U.S. Presidents and chief executive officers of major corporations, and also comments briefly on career decisions of young people. Edward [illegible], Jr. argues that the use of academic achievement to identify talent is too restrictive, and offers several recommendations to identify other forms of talent. (CL)

FL

ED 307 798 FL 017 166

[illegible]
The Challenge of Change in Language Instruction: Issues of Quality and Quantity.
Pub Date: Oct 87
Note: 11p.
Language: English
EDRS Price: MF01/PC01 Plus Postage.
Pub Type: Opinion/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS: Change Strategies; Educational Change; Educational Objectives; Educational Quality; Policy Formation; Public Policy; Second Language Instruction; Statewide Planning

The current emphasis on the economic and educational benefits of reform in second language education is appropriate and important but must be pursued cautiously. While the reform movement can increase the number and length of language programs being offered in the schools, it does not ensure the quality of instruction offered, which deserves similar attention. Certain common assumptions must be laid aside, such as that teaching alone is at fault for inadequate second language learning outcomes, a two-year high school language course sequence will lead to a meaningful level of language proficiency, in order to make time for language instruction, time must be taken away from competing slots, the best and brightest students are always drawn away from language study, second language study is a frill, auxiliary to the essential curriculum, and language study belongs to advanced students but not general students. Quality and quantity in instruction are intertwined, not separate, issues. Language study has many purposes, immediate practical benefits, and lasting values, all of which should be considered in assigning its place in the curriculum. (MSE)

ED 307 390 CE 051 796

Bonanno, Steven C.; And Others

Major Roles of Agricultural Extension Agents in the Agricultural Technology Delivery System in the Year 2000.

PUB DATE- Dec 88
NOTE- 8p.; Paper presented at the National Agricultural Education Research Meeting (St. Louis, MO, December 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Adult Education; Agricultural Education; *Extension Agents; *Extension Education; *Futures (of Society); Postsecondary Education; *Rural Extension; *Staff Role; *Technological Advancement

A study was conducted to determine the major roles of county agricultural extension agents in the agricultural technology delivery system in the year 2000 as perceived by state directors of cooperative extension (N=67). Directors, of whom 52 returned usable survey forms, were asked to identify the five major roles that agricultural extension agents would play. A review committee used the data to compile a survey instrument that was administered to the same population. Directors rated 72 statements as to the perceived importance of each as a role of agricultural extension agents in the year 2000. The scale ranged from 5 (essential) to 1 (not important). Ten statements achieved overall mean ratings of 4.25 and above. The statement with the highest rating placed the agent in the role of "problem solver bringing to bear the resources of the land grant university on the needs and problems of the clientele." Four of the top 10 items related to the agent's role as a link between the clientele and the research community. Other items related to the agent's role as a program planner, in community economic development programs, as an educator, and as a user of technology to deliver information to clientele. Statements dealing with policy and political roles of agents generated the most differences of opinion among respondents. Recommendations were made to ensure that the Extension Service will be fully prepared and equipped to meet future needs. (YLB)

ED 307 478 CE 052 605

An Integrated Training System: Policy and Plans. Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-1.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Oct 83
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cross Cultural Training; *Educational Administration; Educational Planning; Educational Policy; Postsecondary Education; Skill Development; *Training Methods; *Training Objectives; Volunteers; *Volunteer Training
IDENTIFIERS- *Peace Corps

Written to meet the Peace Corps' need for a coherent policy on the use and dissemination of its core curriculum materials and its need for a comprehensive philosophy, the guide contains the philosophy, goals, and policy for Peace Corps training. The following nine sections are included: (1) executive summary; (2) introduction, which describes the information collected and analyzed to produce the guide and lists major considerations, requirements, and components of a Peace Corps Integrated Training System; (3) the philosophy and goals of Peace Corps training; (4) 12 assumptions that underlie the Peace Corps training philosophy and policy; (5) information on the actual status of training, the assistance requested by field staff, and the use of the core curriculum materials (as revealed by a worldwide study in November 1982); (6) a four-part policy on training; (7) initial steps for implementing this policy; (8) a copy of the field questionnaire on volunteer training used to collect information for the guide; and (9) a copy of the questionnaire given to regional training officers. (CML)

ED 307 565 CG 021 735

Miah, M. Mizanur Rahman

An Evaluation of the Training Program: "The Alzheimer's Disease Afflicted: Understanding the Disease and the Resident."

Illinois State Dept. of Public Aid, Springfield.

PUB DATE- 87
NOTE- 59p.; One of a series of reports issued under the the heading: "1987 Long Term Care Research and Demonstration Projects, Final Reports. New Horizons in Long Term Care." (see CG 021 733, 734).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alzheimers Disease; *Caregivers; Employee Attitudes; Employees; *Nursing Homes; *Program Effectiveness; *Staff Development; *Training Methods

This study was undertaken to evaluate a training program on understanding Alzheimer's disease for nursing home caregivers of those with the disease. A pretest/posttest design control group methodology was used to evaluate 81 staff members. Results of the study showed that: (1) staff satisfaction with working with mentally impaired and demented residents improved significantly after training; (2) the kind of knowledge required to care for Alzheimer's disease afflicted persons also increased; (3) proper knowledge of various tasks and positive attitudes toward the patients increased; and (4) the training group showed improved self-esteem after the training. Limits of the study were the voluntary participation of the staff and the smaller than desirable sample size; lack of participation in all training sessions; and the lack of multivariate analysis instead of the pretest/posttest strategy which was used. Despite limitations, overall results suggest that a training program such as this one is worth repeating and replicating in view of the urgent needs of persons afflicted with Alzheimer's disease residing in nursing homes. (ABL)

ED 307 581 CS 009 655

Sternglass, Marilyn S.
The Presence of Thought: Introspective Accounts of Reading and Writing. Volume XXXIV in the Advances in Discourse Processes Series.
REPORT NO.- ISBN-0-89391-516-5
PUB DATE- 88
NOTE- 215p.
AVAILABLE FROM- Ablex Publishing Corporation, 355 Chestnut St., Norwood, NJ 07648 ($18.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)

DESCRIPTORS- *Classroom Research; *Critical Thinking; Graduate Students; Graduate Study; Higher Education; Naturalistic Observation; *Reading Processes; Reading Strategies; *Reading Writing Relationship; Student Reaction; *Writing Processes
IDENTIFIERS- *Introspection; Writing Strategies

This book documents and explores the range of strategies that a competent group of language users (17 students in a graduate course) employed when responding to a range of reading and writing tasks over a semester's time in a naturalistic instructional setting. The book is divided into the following six chapters: (1) "The Nature of Introspective Accounts in a Classroom Setting"; (2) "The Role of the Specific Classroom Context"; (3) "Reading in Relation to Writing"; (4) "Writing in Relation to Reading"; (5) "Textual Origins: Building Knowledge Effectively and Affectively"; and (6) "Implications for Instruction and Research." (MM)

Low, Jean Irene
A Study of the Importance of Selected Graphic Procedures Used in Print Information for Adult Readers.
PUB DATE- Apr 89
NOTE- 85p.; M.A. Thesis, University of Minnesota.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adults; Color; *Design Preferences; *Layout (Publications); *Reading Attitudes; Reading Interests; Reading Material Selection; Reading Research; Surveys
IDENTIFIERS- Printed Materials; Text Design; Text Legibility; Typography; Visual Design

A study investigated the importance adults assign to various techniques used in the design and production of print educational material. Subjects, 103 adults who regularly receive printed educational information and professionals engaged in the production of such information, completed a survey including demographic information, time spent in reading selected print materials, reasons why adults read, and importance ratings on 19 criteria regarding content and typography/graphic design considerations for print information. Results indicated that the subjects (two-thirds of whom were women) wanted clear and easily understood information that was timely and up-to-date. Results also indicated that they did not see a need for color, varied type styles, and differing page formats, and that the adult reader and the professional had very similar reading activities, importance ratings of reading reasons, and time spent each day reading. (Six tables of data are included; 16 references, the survey instrument, and an appendix of data are attached.) (RS)

ED 307 627 CS 211 863

Miller-Souviney, Barbara; Souviney, Randall

Recognition: The Engine that Drives the Writing Process. Report No. 17.

California Univ., La Jolla. Center for Human Information Processing.

PUB DATE- May 87

NOTE- 15p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Class Activities; Computer Networks; *Computer Uses in Education; Intermediate Grades; Junior High Schools; *Student Publications; Student Writing Models; Word Processing; *Writing Exercises; *Writing Instruction; *Writing Processes

IDENTIFIERS- Computer Communication; *Process Approach (Writing)

Computers and networks have opened new opportunities for recognition experiences in schools. Students gain the potential for increased recognition through the exchange of their writing with students in other classrooms in their own school, in other parts of the country, or in other parts of the world. Reorganizing and editing text for publication is also greatly facilitated when articles and stories are first stored on computer disks. This combination of an increased audience for student writing and the ease of revising text has substantially increased the quantity and quality of writing produced in the participating classrooms. (RS)

ED 307 687 EA 020 988

Ward, Martha Scoggin
North Carolina's Summer School Program for High-Risk Students: A
  Two-Year Follow-Up of Student Achievement.
PUB DATE- Mar 89
NOTE- 32p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (San Francisco, CA, March 27-31,
  1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
  Papers. "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Elementary Education; *High Risk
  Students; *Program Effectiveness; *Remedial Programs; Socioeconomic
  Influences; *Summer Programs; *Summer Schools
IDENTIFIERS- *North Carolina Basic Educ Summer School Prog

The long-term effectiveness of the North Carolina Basic Education Summer School Program (BEP) was examined. North Carolina has instituted a testing and summer remediation program for academically at-risk students at grades 3, 6, and 8. The BEP sample was obtained by a stratified random sampling of schools in North Carolina. Results were categorized according to sample attrition, representatives and equivalency of study groups, summer school attendance, and inferential statistics. Research evidence suggests that summer losses in achievement for lower socioeconomic status

children deepens the gap between these students and their higher socioeconomic status peers. For compensatory education students, gains made in remediation programs during the regular school year seem not to be sustained over the summer months and into the next year. Appended are four references. (SI)

ED 307 722   EA 021 062

Lyons, Geoffrey; Stenning, Ron
Managing Staff in Schools: A Handbook.
REPORT NO. - ISBN-0-09-173610-1
PUB DATE - Jul 86
NOTE - 117p.; For related document, see EA 021 063.
AVAILABLE FROM - Hutchinson and Co. (Publishers) Ltd., Brookmount House, 62-65 Chandos Place, Covent Garden, London, WC2N 4NW, United Kingdom.
LANGUAGE - English
EDRS Price - MF01 Plus Postage.
PUB TYPE - Books (010) -- Guides - Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS - Decision Making; Decision Making Skills; Elementary Secondary Education; Employer Employee Relationship; Grievance Procedures; Interpersonal Communication; Management Development; Staff Development; Supervisory Methods; Supervisory Training; *Training

In five parts, this handbook provides training materials to enhance the effectiveness of headteachers in the process of managing school staff. The handbook's twofold purpose is to assist headteachers to develop knowledge about staff management matters and develop their skills in the management of interpersonal and group relationships.

The handbook covers the following topics: the legal framework of employment; staff planning and staff development; staff communications and decision-making in the school; coping with individual and collective grievances; and maintenance of the code of staff conduct. (JAM)

ED 307 737 EC 212 042

Walker, Pam; And Others
Beyond the Classroom: Involving Students with Disabilities in Extracurricular Activities at Levy Middle School.
Syracuse Univ., NY. Center on Human Policy.; Transitional Living Services, Inc., Syracuse, NY.
SPONS AGENCY— National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; New York State Office of Mental Retardation and Developmental Disabilities, Albany.
PUB DATE— Oct 88
NOTE— [illegible]
CONTRACT— [illegible]
GRANT— [illegible]
AVAILABLE FROM— Syracuse University, Center on Human Policy, Research and Training Center on Community Integration, 724 Comstock Ave., Syracuse, NY 13244-4230 ([illegible]).

LANGUAGE— English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE— Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS— After School Programs; *Disabilities; *Extracurricular Activities; Intermediate Grades; Junior High Schools; Mainstreaming; Middle Schools; Peer Relationship; Program Development; School Recreational Programs; *Social Integration; *Student Participation; Transitional Programs

Six students in a special education classroom at Levy Middle School (Syracuse, New York) became involved in a variety of after-school activities with nondisabled students. The students participated in the school computer club, cross-country skiing, volleyball, stage crew, intramural basketball, the Sewing Club, and after-school programs at two neighborhood centers. The project was developed jointly between the school district and Transitional Living Services, a local human service agency which provided funding and fulfilled state reporting requirements. The role of the special education teacher involved selecting activities, facilitating student participation in activities, setting goals, and developing activity modifications when necessary. Support staff were recruited, hired, and trained to assist the students with disabilities. The role of the support staff was to get to know the students, to offer individualized, flexible support, and to facilitate social interactions. Reactions of the activity leaders, of parents, and of nondisabled peers are included. (JDD)

ED 307 751 EC 220 256

Bogdan, Robert
The No Name Program: Three Severely Multiply Disabled People Who Live at the [illegible] in Burlington, Vermont.
Syracuse Univ., NY. Center on Human Policy.
SPONS AGENCY— National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE— 86
NOTE— 27p.
GRANT— [illegible]
AVAILABLE FROM— Syracuse University, Center on Human Policy, Research and Training Center on Community Integration, 724 Comstock Ave., Syracuse, NY 13244-4230 ($1.90).
LANGUAGE— English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE— Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS— Adults; Case Studies; Community Programs; Family Environment; Group Homes; Holistic Approach; Multiple Disabilities; Normalization (Handicapped); Program Costs; Residential Programs; Respite Care; Severe Disabilities; Vermont

The case study describes a family residential service for three people with profound and multiple disabilities in Burlington, Vermont. The disabled individuals live with a couple and their two children who are also provided support services in the form of weekend relief and helpers for the late afternoon and evening period. The house is owned by a private investor. The disabled individuals are all in their twenties and had previously been institutionalized. The program is private and was set up at the instigation and support of faculty members of the University of Vermont's psychology department. The cost of the program is $61,000 a year per resident which comes from Medicaid and the state. Each of the disabled residents is described as is a typical day. The program's philosophy is holistic stressing the making of a happy home. Also discussed are specific issues such as replication, ways of encouraging a cooperative team approach, and costs. (DB)

ED 307 448 CE 052 556

Moving Arkansas Forward into the 21st Century. Legislative Program for the 77th General Assembly.
Arkansas State Office of the Governor, Little Rock.
PUB DATE- Oct 88
NOTE- 73p.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Correctional Rehabilitation; *Economic Development; *Educational Legislation; Elementary Secondary Education; *Family Health; *Government Role; Health Needs; Law Enforcement; Policy Formation; Postsecondary Education; Public Health Legislation; Public Policy; *State Legislation; *State Programs; *Taxes; Trust Responsibility (Government); Vocational Education
IDENTIFIERS- *Arkansas; Environmental Protection

This document presents the legislative program advocated by the Governor of Arkansas that was scheduled to be sent to the Arkansas Legislature in January 1989. The program expresses the needs of the state in terms of its ability to compete with the rest of the country in education, jobs, economic development, and prosperity, and it points out the costs of those needs in terms of better education and higher taxes. The five sections of the program cover the following areas: (1) investing in education (public education, higher education, strengthening vocational training, reducing illiteracy); (2) investing in people (preventive health care for mothers and infants, needs of adolescents, family preservation, other health care issues, needs of state employees, housing for homeless); (3) investing in communities (economic development, environmental matters); (4) investing in law enforcement (prisons, state police and crime laboratory); and (5) tax reform. (KC)

ED 307 464 CE 052 585

Small Scale Irrigation Systems for Peace Corps Volunteers. Appropriate Technologies for Development. Peace Corps Information Collection & Exchange Reprint No. R-10.

Development Planning and Research Associates, Inc., Manhattan, KS.

SPONS. AGENCY- Peace Corps, Washington, DC. Information Collection and Exchange Div.

PUB DATE- Sep 83

NOTE- 140p.; Reissued in September 1988. For a related training manual, see CE 052 608.

CONTRACT- PC-282-1009

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Education; *Agricultural Education; *Agricultural Production; *Developing Nations; Foreign Countries; Plant Growth; Volunteers; *Volunteer Training; *Water Resources

IDENTIFIERS- Irrigation; *Irrigation Systems; Peace Corps

This manual is intended for use by Peace Corps trainees and volunteers as a resource in gaining understanding and knowledge of basic irrigation principles and practices. To be most useful, the manual should be used during training as a teaching guide and instructional tool. Although it provides useful charts, drawings, structural diagrams, and other meaningful information, some material would be difficult for the average generalist. Each principal unit is complete and substantially self-contained. Thirteen sections cover concepts of irrigation design; the soil as a reservoir for water needed by plants; water and plants; methods of measuring soil moisture content and availability; water requirements; natural rainfall and irrigation requirements; topographic mapping and surveying; water source development; water distribution; field irrigation systems; drainage; economic evaluation and feasibility; and health and safety. With the aid of this manual, during and after training, a Peace Corps volunteer should be able to apply the principles and procedures of acceptable irrigation practices to almost any irrigation problem encountered on farms during service abroad. A training site is recommended that provides adequate land, enough water for the crops grown, and enough appropriate tools to accomplish the degree of sophistication required in a particular program. A list of suggested references and a table of measures and conversions are appended. (YLB)

ED 307 492 CE 052 619

Wineferdner, David W.

Use of the Worker Trait Group Guide with Armed Services Vocational Aptitude Battery Results. A Companion to the Career Exploration and Planning Program (CEPP).

Appalachia Educational Lab., Charleston, W. Va.
PUB DATE- 89
NOTE- 13p.; For related document, see CE 052 618.
AVAILABLE FROM- Meridian Education Corporation, 236 East Front Street, Bloomington, IN 61701.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Choice; Career Education; *Career Exploration; *Career Planning; Interest Inventories; Job Skills; *Military Service; *Occupational Tests; Postsecondary Education; Secondary Education; *Vocational Aptitude; Vocational Interests
IDENTIFIERS- *Armed Services Vocational Aptitude Battery

This booklet is designed to assist counselors and teachers in working with students and others who have completed the Armed Services Vocational Aptitude Battery (ASVAB). It discusses how ASVAB results of academic, verbal, and math ability may be used as aptitude factors for identifying and exploring worker trait groups, as identified in the Worker Trait Group Guide (available separately). The format of the Worker Trait Group Guide is explained, with emphasis on identifying the military classifications related to the civilian occupations listed under the Worker Trait Groups related to identified interests or other personal attributes. Use of ASVAB results to estimate students' chances of qualifying for entry into a military classification is also described. Information is also provided on how students can use their ASVAB results for exploring nonmilitary careers. (YLB)

ED 307 507 CG 021 426

Chambliss, Catherine A.
Developing a More Inclusive Curriculum: Revising Courses in Psychotherapy.
PUB DATE- 88
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Clinical Psychology; Curriculum; *Curriculum Development; *Curriculum Evaluation; Ethnic Bias; Higher Education; *Psychotherapy; Racial Bias; *Sex Bias; *Social Bias

In many respects clinical psychology has been more sensitive than most to issues related to gender, but many glaring problems remain to be addressed. In the clinical realm of psychology it is especially important to frame more inclusive conceptualizations of adjustment. Ursinus College developed a college-wide program aimed at greater integration of gender in the college curriculum. In this program small groups of faculty from various departments committed to curricular change joined to create reading groups. Participants critiqued their current courses and developed new approaches with the help of their interdisciplinary colleagues. Extensive reading on such topics as feminist therapy fostered an expanded awareness of some of the sexist and racist underpinnings of the field, but more importantly afforded a new perspective from which to reexamine some of the core assumptions that underlie mainstream approaches to the teaching of therapy. Transforming how the classroom operates in light of new understanding of differences in students' ways of knowing will allow more students to embrace their educational experience. Strategies for increasing student participation will emphasize ways to make the classroom atmosphere less personally threatening. Evolving an integrated curriculum requires long-term commitment to experimentation and change. (Examination of a psychology course on the major techniques of psychotherapy is included to illustrate the process of curricular revision. (ABL)

ED 307 521 CG 021 682

Barclay, Kelly; And Others
Ideational Creativity and Performance on the Kaufman Assessment Battery for Children (KABC).
PUB DATE- Apr 89
NOTE- 8p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (69th, Reno, NV, April 26-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Creativity; *Divergent Thinking; *Intelligence; Intermediate Grades; Preadolescents; *Test Validity
IDENTIFIERS- *Kaufman Assessment Battery for Children

Critics of divergent thinking tests have argued that these tests only tap more conventional expressions of intelligence, such as the intelligence quotient. This study was undertaken to examine the relationship between divergent thinking and scores on the Kaufman Assessment Battery for Children (KABC), a measure which assesses sequential processing skill, simultaneous processing skill, and achievement. Students (N=73) in grades four, five, and six of a small private school were given six tests from the KABC and the Instances, Uses, and Line Meanings tests from the Wallach and Kogan battery. Tests were scored for ideational fluency and ideational originality. Data analysis revealed little indication of a relationship between divergent thinking and KABC performance. This supports the discriminant validity of the divergent thinking tests and suggests that the two assessment techniques tap different cognitive abilities. The lack of an association between divergent thinking and achievement scales scores suggests that information per se is not necessary for performance on divergent thinking tests. (NB)

ED 307 550 CG 021 720

Geroy, Gary D.

The Emerging and Employed Worker: Planning for the Strategic Imperative.

PUB DATE- Jan 89

NOTE- 23p.; Paper presented at the National Consultation on Vocational Counseling (15th, Ottawa, Canada, January 24-26, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Career Counseling; Economic Change; *Employment; *Evaluation Methods; *Intervention; *Labor Force Development; *Models; Needs Assessment; *Planning

This paper describes a series of four models around which plans can be developed to determine human development needs. It presents needs assessment models describing the process and participant interaction by which information is gathered to be used in education, training, funding, and/or other human resource development interventions to increase the ability of organizations to adequately address work force performance issues. This paper also presents a strategy for determining what skills and knowledge expert workers use when exhibiting "expert work behavior." The job analysis described is a linear systematic process beginning with an understanding of the broadest view of an expert worker's activities and ending with a detailed summary of the specific skills and knowledge needed to carry out each task in the expert's job. It also identifies psychomotor, cognitive, and affective factors associated with the successful job performance. The paper concludes that the job analysis outcome can be used to support a variety of management planning and decision making processes, including organization and job specific training design; education program planning; work force deployment; job design; and development of screening criteria for hiring or career adjustment. (ABL)

ED 307 705 EA 021 031

Jones, Jeri Briggs
School District Personnel Speak Out on Change.
Pub Date— Mar 89
Note— 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Language— English
EDRS Price - MF01/PC03 Plus Postage.
Pub Type— Speeches/Conference Papers, "Papers Presented at...." (150) Reports - Research/Technical (143)
Descriptors— *Administrators, *Educational Change, Educational Development, *Educational Improvement, Educational Quality, Elementary Secondary Education, Personnel Data, Principals, *School Districts, *School Personnel, *Staff Role, Superintendents

A study explored how various groups within school systems defined and identified change and institutionalization and how people viewed their own individual roles in district efforts to implement and institutionalize change. Three districts were selected based on similarities in organizational structure, instructional program offerings, student population, and history of attempted change. The superintendent and central administrators in charge of personnel, curriculum, and elementary and secondary instructional programs for each district were interviewed, along with two principals and two teachers from each district. Results suggest four implications: (1) school districts need to utilize the knowledge that personnel already have about their systems; (2) attention should be given to identify structural modifications and create awareness about these modifications; (3) how personnel come to a common perception of change should be investigated further; and (4) the roles of district personnel in change implementation suggest the necessity to identify the readiness of those people for change. Appended are 61 references. (SI)

ED 307 766 EC 220 275

Hearing on Assistive Devices for Americans with Disabilities. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, Second Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE: 10 May 88
NOTE: 177p.; Serial No. 100-102. Some pages contain small print.
AVAILABLE FROM: Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE: English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE: Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS: Assistive Devices (for Disabled); Communication Aids (for Disabled); Costs; Disabilities; Hearings; Normalization (Handicapped); Sensory Aids; Technology

Some forms of assistive device technology are not available to many disabled children or adults because there is not a centralized system to link the technology with those who need it. This hearing discusses ways to promote widespread availability of assistive devices. Examined are types of devices, the costs of such devices, methods of disseminating information about the devices, and the role of the states in coordinating distribution. Included are statements, letters, and supporting materials from: (1) Congressional Representative Major Owens; (2) government agency representatives from General Services Administration, Office of Technology Assessment, Vermont Rehabilitation Engineering Center, and Central Pennsylvania Special Education Regional Resource Center; (3) private organizations, including Deafpride Interpreting Service, United Cerebral Palsy, Association for Retarded Citizens, American Foundation for the Blind, Electronic Industry Foundation, Self Help for Hard of Hearing, Council for Exceptional Children, Association for the Advancement of Rehabilitation Technology, and National Easter Seal Society; and (4) private citizens, including a woman with deafness, a young boy with cerebral palsy, and his mother. (JDD)

DOCUMENT RESUME

ED 307 795 FL 017 669

Stansfield, Charles W.; Kenyon, Dorry Mann
Interagency Language Roundtable Invitational Symposium on Language Aptitude Testing (Rosslyn, Virginia, September 14-16, 1988).
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- Central Intelligence Agency, Washington, D.C.
PUB DATE- 5 Oct 88
NOTE- 45p.
GRANT- 88-D-750000-710
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Agency Cooperation; Aptitude Tests; Artificial Languages; Brain Hemisphere Functions; *Cognitive Style; Computer Assisted Instruction; Conferences; Educational Environment; Federal Government; Intensive Language Courses; *Language Aptitude; Language Research; *Language Tests; Learning Motivation; Learning Strategies; Modern Languages; Personality Traits; Public Agencies; Research Needs; Second Language Learning; Student Attitudes; Test Construction; Testing; *Test Use
IDENTIFIERS- *Interagency Language Roundtable

The report of the Interagency Language Roundtable's invitational symposium on language aptitude testing consists of a description of the project and appendixes which include the following: (1) the symposium program and abstracts of papers; (2) a list of participants; and (3) summaries of the discussions of three working groups (on applications, research, and instrumentation respectively). The symposium was developed in response to intense interest in testing for foreign language learning aptitude among government agencies involved in foreign language training. It included individual and panel presentations by representatives of the National Cryptologic School, Federal Bureau of Investigation, Public Service Commission of Canada, Defense Language Institute, Central Intelligence Agency, National Security Agency, Army Research Institute, Foreign Service Institute, U.S. Air Force Academy and academic institutions. The presentations included these topics: aptitude tests currently in use in government agencies; cognitive abilities and foreign language aptitude; the uses and limitations of various tests in public agencies; predictors of success in intensive language learning; a new language aptitude test using an artificial language; learning styles, strategies, and aptitude; cognitive models of students' language structure based on intelligent computer-assisted instruction; the relationship between cognitive development and language proficiency; brain hemisphericity, language aptitude testing, and prediction of success in foreign language learning; and aspects of attitude, motivation, and personality in language learning. (MSE)

DOCUMENT RESUME

ED 307 810 FL 017 999

Simich-Dudgeon, Carmen; And Others
Helping Limited English Proficient Children Communicate in the Classroom: A Handbook for Teachers. Program Information Guide Series, Number 9.
National Clearinghouse for Bilingual Education, Wheaton, MD.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 89
NOTE- 27p.
CONTRACT- 300860069
AVAILABLE FROM- National Clearinghouse for Bilingual Education, 8737 Colesville Rd., Suite 900, Silver Spring, MD 20910.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; Classroom Environment; Classroom Techniques; Elementary Secondary Education; *Limited English Speaking; Resource Units; *Teacher Response; Teacher Student Relationship; *Teaching Models; *Verbal Communication

This handbook for teachers highlights issues related to the verbal participation of limited-English-proficient (LEP) students in the classroom, and provides suggestions for encouraging and integrating LEP students more fully into the ongoing verbal interaction in the regular classroom. The handbook's suggestions are based on the results of a 3-year collaborative study between the Center for Applied Linguistics and Fairfax (Virginia) County Public Schools which sought (1) to identify significant features in the responses of students who were identified by their teachers as "successful communicators/responders" during acadedmic verbal interaction, and (2) to translate these findings into teacher strategies that promote language and cognitive growth. The handbook focuses primarily on the use of language by students and teachers during verbal review, the time during the lesson when the teacher asks questions about material previously taught. The handbook is organized into two major sections, each containing short "capsules" that summarize the research results and present suggestions for classroom use. Many of the suggestions include examples of dialogue between a student and a teacher. The first section presents some general ideas for structuring classroom interaction and outlines specific strategies for making classroom interaction expectations more explicit. The second section presents specific strategies for dealing with the special problems of LEP students. (JD)

DOCUMENT RESUME

ED 307 824 HE 022 182

A Self-Instructional Course in Student Financial Aid Administration. Module 2--Federal Student Financial Aid: History & Current Sources. Second Edition.

Office of Student Financial Assistance (ED), Washington, DC.; Washington Consulting Group, Inc., Washington, DC.

PUB DATE- 20 Aug 88

NOTE- 51p.; For related documents, see HE 022 181-198.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Access to Education; Administrator Responsibility; *Administrator Role; Educational Finance; *Federal Aid; Federal Government; Federal Programs; Financial Support; Higher Education; History; *Program Administration; Programed Instructional Materials; *Student Financial Aid; *Student Financial Aid Officers

IDENTIFIERS- Department of Education; *Higher Education Act Title IV; Paying For College

The second of 17 modules in a self-instructional course on student financial aid administration, this module offers novice financial aid administrators and other institutional personnel a systematic introduction to the management of federal financial aid programs authorized by the Higher Education Act Title IV. It traces the history of federal student financial aid from the end of World War II to the present, recognizing the major characteristics of Title IV and other federal programs. It emphasizes how to understand the role of families in financing postsecondary education, the main purposes of federal programs for student financial aid, and major political events in the United States resulting in the development of postsecondary student aid programs. It provides a pre-test, post-test, glossary, and acronyms. Module 2 focuses on: history (beginnings of a national effort, technology and social change, external forces and expansion, economic factors, and recent changes); goals (access, choice, and continuity of funding); and major principles (responsibility of parents and students, financial need, equity, and balance). A section of sources of student financial assistance looks at: Title IV programs (grant and

self-help programs); other sources of assistance (institutional sources of assistance and state programs); and other federally funded programs. Contains three references. (SM)

DOCUMENT RESUME

ED 307 837 HE 022 195

A Self-Instructional Course in Student Financial Aid Administration. Module 15: Internal Aid Office Management and Institutional Quality Control. Second Edition.

Office of Student Financial Assistance (ED), Washington, DC.; Washington Consulting Group, Inc., Washington, DC.

PUB DATE- 20 Aug 88

NOTE- 89p.; For related documents, see HE 022 181-198.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrator Responsibility; Administrator Role; Educational Finance; *Federal Aid; Federal Government; Federal Programs; Higher Education; *Office Management; *Program Administration; Programed Instructional Materials; *Quality Control; *Student Financial Aid; *Student Financial Aid Officers

IDENTIFIERS- Department of Education; Higher Education Act Title IV

The 15th in a 17-module self-instructional course on student financial aid administration (designed for novice financial aid administrators and other institutional personnel) focuses on internal aid office management and institutional quality control. The course provides a systematic introduction to the management of federal financial aid programs authorized by Title IV of the Higher Education Act. The objectives of this module are to help the user describe the major functions of the aid office, recognize the elements that make up fund management, define the term "quality control" in relation to student aid administration, and outline the procedural steps taken in developing an institutional quality control plan. Two sections discuss the following: (1) financial aid office management: roles, processes, and procedures (common factors in aid office operations, fund management, internal aid office management, determining student eligibility, file completion, need determination, and final preparation for packaging, award notification, award disbursement, changes in status, refunds, and repayments, and record maintenance and retention) and (2) institutional quality control (errors in the delivery of student financial aid, quality control, institutional benefits from increasing quality, quality control in a financial aid setting, procedures for developing and implementing a quality control program, and corrective action: controlling critical errors). A pre-test, post-test, glossary, and acronyms are included. Contains five references. (SM)

DOCUMENT RESUME

ED 307 850 IR 013 815

Evaluation of Teaching/Learning at a Distance. Report of the Annual Conference on Teaching at a Distance (3rd, Madison, Wisconsin, August 3-6, 1987). Volume II: Informational Session Papers and Abstracts.

Wisconsin Univ., Madison. Dept of Continuing and Vocational Education.

PUB DATE- Aug 87

NOTE- 172p.; For Volume I, see IR 013 814; for reports on the 1985-88 conferences, see IR 013 812-816.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)

DESCRIPTORS- *Distance Education; *Educational Technology; *Educational Television; *Evaluation Criteria; *Instructional Effectiveness; Multimedia Instruction; Telecommunications; *Teleconferencing

The second of two volumes, this report provides a brief description of a 1987 conference on distance education together with 21 papers that were presented in the informational sessions. The papers included in this volume are: (1) "Evaluation of Student Outcomes in Distance Education" (Charles Feasley); (2) "Principles of Effective Video Teleconferencing" (John Marder); (3) "Computer Instruction and Enhancements via Audio Teleconferencing" (Gary Meister); (4) "Implementation Handbook for GED on TV" (Maija Wimer and John Tucker); (5) "Education via Satellite: A Tri-National Perspective" (Willard Shaw); (6) "The Operation and Evaluation of the Instructional Television System at Arizona State University" (Norman Wagner); (7) "Evaluating Interactive Television: Methods, Findings and Issues" (Diane Morehouse); (8) "Evaluating Experiential Learning for Distance Learners" (Joan Byrne); (9) "Policy Questions for State and Regional Action To Support the Use of Information Technologies in Higher Education" (Richard Jonsen and Mollie McGill); (10) "Developing a Public Policy on Distance Learning and Information Technology: A Checklist of Issues" (Ann Kelley); (11) "Is There an Audience for Evaluation of Distance Education?" (Patricia Kovel-Jarboe); (12) "Evaluation of Teaching/Learning at a Distance" (Larry Lienau); (13) "Variables Affecting Adult Learning in a Distance Education Setting" (Robert Fellenz, Constance Blackwood, and Alan Seamons); (14) "The Influence of Teaching Style and Instructional Device Use on Student Satisfaction and Student Preference in Electronic Distance Educational Methods" (Alan Seamons); (15) "Change Triggered by Computer Technology: Its Implications for Faculty Development" (Barbara Inch); (16) "Prologue: A Skills Assessment Strategy for Distance Learning" (Thomas Dehner); (17) "New Student Orientation Workshop" (John Adams); (18) "Faculty Training for Teaching via Technology" (James Shaeffer and Carolyn O'Donnell); (19) "Multi-Media Approach to Statewide Teacher In-Service" (Donna Dixon and Kathleen Cullen); (20) "Teacher Training via UAA's (University of Alaska at Anchorage) Rural Special Education Program (Debra Veit); and (21) "A Model for Distance Learning: Combining Computer Telecommunications, Pre-Produced Videotapes, On-Campus Instruction and Audio Teleconferencing" (Peter Balsamo). The last six papers are represented by summaries or abstracts. Tables and charts are included and most of the papers include references. (EW)

DOCUMENT RESUME

ED 307 863 IR 052 735

Pennsylvania School Libraries: A Status Report on Curriculum, Staff, Resources and Policies.
Pennsylvania State Library, Harrisburg.
PUB DATE- Aug 86
NOTE- 126p.; Access Pennsylvania. An Agenda for Knowledge and Information through Libraries.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Development; Learning Resources Centers; *Librarians; *Library Materials; *Library Role; *Library Services; Media Specialists; Needs Assessment; Policy; Questionnaires; *School Libraries; State Surveys
IDENTIFIERS- *Pennsylvania

A survey was developed in 1984 by the Pennsylvania School Library Media Service Division to evaluate the status of state mandated school library media programs. The survey instrument was mailed to 1,923 (out of a possible 3,487) schools to the attention of the 1,963 school librarians; the response rate was approximately 67% (1,336). This report on the findings of the survey provides an in-depth picture of the status of school library media programs, including: (1) a profile of the librarians who responded to the survey (position, highest education level, certification level, years of experience, service on committees); (2) data on the status of the library media programs and policies (existence of written policies, resource sharing, audiovisual equipment, cataloging and classifying systems); (3) information about the library media curriculum and its delivery (responsibilities of school librarians, the status of school library procedures and policies, and curriculum analysis); and (4) resource data (size of collection, daily circulation, budget for resources and supplies, library hours, noncurricular uses of the media center). The study attempted to present the data without drawing conclusions, but in some instances some rationale for the findings is presented. Nine appendixes include the regulations of the state board of education; three basic education circulars (1-83, 27-75, and 11-78); a memo about materials selection policies; instructional, supervisory, and administrative certificates; a guide to the new copyright law (educational use); the Public School Code of 1949; and a copy of the questionnaire with results by both percentages and frequencies. (CGD)

DOCUMENT RESUME

ED 307 878　　　　　　　　　　　　IR 052 766

Dahl, Katherine
Intellectual Freedom Stands of American Bible College Libraries: Taken or Not Taken.
PUB DATE- May 88
NOTE- 16p.; Paper presented at the Association of College and Research Libraries (ACRL) Session of the Annual Meeting of the Illinois Library Association (May 11-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Censorship; *Church Related Colleges; *College Libraries; *Guidelines; Higher Education; *Intellectual Freedom; *Library Collection Development; Library Guides; Moral Issues
IDENTIFIERS- *Library Bill Of Rights

Selection policies, library handbooks, and other documents issued by American bible college libraries were examined to see what commitments they have or have not made to intellectual freedom. Many of the libraries were found to have directly addressed censorship matters. Some libraries took strong stands in support of the freedom to read, but others took stands in direct opposition to the freedom to read. It is concluded that not all libraries appear to be fully committed to intellectual freedom, and a united front among all libraries in censorship battles does not exist. (35 notes including references) (EW)

DOCUMENT RESUME

ED 307 892 IR 052 781

Choi, Jin M.; Washington, Nancy

Learning Styles of Academic Librarians and Implications for Professional Development.

SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.

PUB DATE- 88

NOTE- 37p.; Paper presented at the Annual Conference of the American Library Association (New Orleans, LA, July 9-14, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Libraries; *Cognitive Style; Higher Education; Learning Strategies; *Librarians; Library Surveys; *Library Technical Processes; *Professional Development; *Public Service; Questionnaires

IDENTIFIERS- *Kolb (David A); *Learning Styles Inventory

Characteristics of learning styles and other attributes of academic librarians in public and technical services were examined based on Kolb's Learning Style Inventory (LSI), a system that conceptualizes the learning process as a four-stage cycle and identifies four different learning styles--accommodator (gets things done, takes risk, leads); diverger (has imagination, understands people, can brainstorm); converger (problem solves, defines problems, reasons deductively); and assimilator (plans, defines problems, develops theories). Survey instruments were distributed to 200 librarians working in technical services and public services--100 in each group--in 20 member libraries of the Association of Research Libraries (ARL). Out of 148 returns, 73 (52%) were from technical services and 67 (48%) were from public services. The most common learning style among the librarians surveyed was found to be the assimilator (38.6%), followed by the converger (27.1%), the diverger (19.3%), and the accommodator (15%). These findings suggest that academic librarians prefer or have strengths in abstract conceptualizations. Neither group showed significant statistical differences in their learning style distributions, nor were differences found among learning styles in terms of gender, age group, length of experience, or undergraduate major, although

female respondents tended to have a more divergent learning style than male respondents. However, several aspects of the study contradict Kolb's generalizations, and his theoretical construct and the LSI seem to have limited practical implication due to their failure to discriminate various factors involved in career choice and other related issues. (32 references) (CGD)

DOCUMENT RESUME

ED 307 906　　　　　　　　　　　JC 890 260

Feldman, Marvin
Building a World-Class Work Force: A Vision for a New Century.
PUB DATE- 29 Mar 89
NOTE- 18p.; Paper presented at the Futures Commission Forum of the Annual Convention of the American Association of Community and Junior Colleges (69th, Washington, DC, March 29-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; *Educational Needs; Job Training; Labor Education; *School Business Relationship; Technical Institutes; Two Year Colleges; *Vocational Education

As society turns increasingly to education to provide remedies for economic and social ills and to prepare citizens for life and work in a rapidly changing world, the community college is emerging as a major force in U.S. education. Recent trends indicate that U.S. productivity is lagging behind that of other countries, most notably Japan. Japan's economic success is due in large part to the fact that its blue-collar workers can interpret advanced mathematics, read complex engineering blueprints, and perform highly skilled tasks in the factories. Without a similarly well-educated work force, the U.S. cannot hope to regain a position of technological superiority in an increasingly competitive world market. Reclaiming the skills and productivity of U.S. workers demands systematic and sustained collaboration between policy makers and educators to deal efficiently with the complex interaction between the job-related educational needs of students and adults, the business community, labor, the job market, and the economy. A Presidential Counselor on Education for Employment should be appointed to coordinate all existing programs involving education, manpower training, and employment; and community colleges, working in collaboration with the business community, should provide the majority of worker training programs. The emerging economic order needs workers with imagination, confidence, initiative, and independence who can think clearly, solve problems, and exercise judgement. Appropriate curricula for these workers must provide an amalgam of liberal and vocational education designed to prepare them for satisfying and stable employment, ongoing vocational training, and the continual cultivation of the life of the mind. (ALB)

DOCUMENT RESUME

ED 307 920 JC 890 279

Meznek, James; And Others
The Puente Project.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jul 89
NOTE- 14p.; Discussed as agenda item number 4 at a meeting of the Board of Governors of the California Community Colleges (Millbrae, CA, July 13-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Transfer Students; Community Colleges; Community Support; Counseling Services; Dropout Prevention; Intercollegiate Cooperation; *Mexican American Education; State Programs; *Student Educational Objectives; Two Year Colleges; Writing Instruction
IDENTIFIERS- *Puente Project CA

The Puente Project is a statewide program that helps Mexican American/Latino community college students in California achieve their academic goals. Puente's goals are to reduce the number of Mexican American/Latino community college students who drop out of school and increase the number who transfer to four-year institutions. To meet these goals, the project trains English teachers and Mexican American counselors to work as teams in conducting one-year writing/counseling/mentoring programs for Mexican American/Latino students. Since Puente began at Chabot College in 1982, 18 other California community colleges have initiated Puente programs on their campuses and over 1,800 students have been served. The programs are monitored on a regular basis, and data are collected each year on student enrollments, retention, and transfer. These data indicate that 83% of the students who enrolled in Puente successfully completed the developmental writing class; 72% of those who went on to take English 1A completed it; and a total of 134 Puente students transferred to a state or private university. The program's success can be attributed to the collaboration between English teachers and Mexican American counselors, research-based writing methods, culturally-based academic counseling, an exemplary training model with ongoing staff development, strong community-based support, and a working partnership among community groups, postsecondary institutions, philanthropic organizations, and corporations. (JMC)

DOCUMENT RESUME

ED 307 933 JC 890 293

Forman, Marshall
The Faculty That Stays Together Grays Together: The Faculty Development Movement.
Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- May 89
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Case Studies; Community Colleges; Educational History; Emotional Development; *Faculty Development; *Instructional Improvement; State Programs; Teacher Burnout; *Teacher Effectiveness; Teacher Retirement; Two Year Colleges

The origins of the faculty development movement in higher education can be traced to the mid-1970's, when low retirement rates were virtually eliminating career mobility for professors, and changes in student demographics, educational settings, and instructional methods required many faculty members to alter their usual teaching practices. Private foundations and the Federal Government began funding organized faculty development programs emphasizing instructional development and teaching improvement. In the early 1980's, reduced clerical support, reduced travel budgets, massive amounts of deferred maintenance, as well as a decrease of about 13% in faculty earning power, triggered the formulation of a new faculty development paradigm. This paradigm draws upon social-psychological theories of adult socialization to provide more holistic development activities. The New Jersey Department of Higher Education, for example, has proposed a statewide initiative to strengthen college faculty through far-reaching efforts, including an Institute for Collegiate Teaching and Learning located on a state college campus. A case study of faculty development activities at Brookdale Community College (New Jersey) revealed four basic levels of activities: (1) formally organized activities, including a Faculty Development Committee and 21 sub-committees; (2) a Center for Educational Research; (3) contractual arrangements, such as the sabbatical; and (4) informal activities, such as workshops and seminars. The best approach to faculty development programs appears to be a multifaceted, flexible one balancing individual and corporate activity. Teaching improvement programs should be handled with sensitivity, and faculty must feel the program to be their own, and not imposed upon them by an administration or outside agency. (JMC)

DOCUMENT RESUME

ED 307 946 JC 890 306

Kayfetz, Janet; And Others
Improving ESL Instruction for College-Bound Students. Final Report of the Project Conducted July 1, 1987 through June 30, 1988.
Coastline Community Coll., Fountain Valley, Calif.
SPONS. AGENCY- California Community Coll. Fund for Instructional Improvement.
PUB DATE- Dec 88
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Bound Students; College School Cooperation; Community Colleges; Curriculum Development; *English (Second Language); Interviews; *Needs Assessment; *Second Language Learning; *Student Attitudes; Surveys; *Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *Coastline Community College CA

Results are presented from the first phase of Coastline Community College's Improving English-as-a-Second-Language (ESL) Instruction for College-Bound Students project. The goal of Phase 1 was the systematic collection of information about non-native English speakers and ESL subject matter to be used in course development and outcomes measurement. In addition to a review of the literature on applied linguistics and second-language learning/teaching, Phase 1 included a needs assessment component that gathered data from two- and four-year college students and faculty in California concerning student background and performance characteristics, instructional methods and activities, and course objectives and content. The Phase 1 report includes sections on the following topics: (1) language problems of non-native English speakers and ESL courses offered; (2) the scope of all three phases of the project; (3) theories of language acquisition and language teaching; (4) the creative construction and skill-learning modules of second-language acquisition; (5) the design of a syllabus for an ESL course based on a communicative approach; and (6) the development of writing skills in ESL. The bulk of the report focuses on the methods and findings of the needs assessment. Findings are presented concerning the demographic characteristics of ESL students; the actual and expected performance of students in college-preparatory ESL courses; instructional methods, activities, and materials preferred by both students and teachers; problems related to motivation and environment; the need for video-based instructional materials in college-preparatory ESL classes; student and teacher preferences for topics in video and course materials; and the objectives, materials, and syllabi of current ESL courses. (JMC)

DOCUMENT RESUME

ED 307 959 PS 017 412

Weinstein, Vivian; Siegel, Patty
Respite Child Care in California: Alternatives for At-Risk Families. A Report from the California Children's Council.
California Children's Council, Northridge.
PUB DATE- Jan 88
NOTE- 10p.; For other reports in this series, see PS 017 409-411.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cost Effectiveness; *Day Care; Delivery Systems; Early Childhood Education; *Financial Needs; *Respite Care; *State Programs
IDENTIFIERS- *California

Respite child care is a form of short-term care provided in a family day care home or a child care center for the purpose of helping families that are experiencing stress. At an average cost of $300 to $400 per month, respite care is cost effective. Since 1983, California's child care resource and referral agencies have administered a small respite child care program with funds provided through the State Department of Education, Child Development Division. Children and families are referred by child protection workers, medical personnel, social workers, teachers, and other professionals. Resource and referral agencies in local communities make referrals to child care providers in the area. As funds permit, agencies work closely with the referring person or program to find the care that best meets the families' needs. Each year since 1983, local resource and referral agencies have reported that their respite funds are expended by mid-year. To stretch funds for 12 months, counselors allocate assistance to only the most desperate families; thus countless families in dismal circumstances are not served. It is concluded that the need for increased respite funding is urgent. The Children's Roundtable Project of the California Children's Council is briefly described and roundtable participants are listed. (RH)

DOCUMENT RESUME

ED 307 974 PS 018 013

Foster Care, Child Welfare, and Adoption Reforms. Joint Hearings before the Subcommittee on Public Assistance and Unemployment Compensation of the Committee on Ways and Means and Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, Second Session (April 13 and 28; May 12, 1988).

Congress of the U.S., Washington, D.C. House Committee on Ways and Means.

PUB DATE- 89
NOTE- 553p.; Serial No. 100-61. Some pages contain small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-065273, $16.00).
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adoption; Caseworker Approach; *Child Welfare; *Federal Government; *Federal Legislation; *Foster Care; Futures (of Society); Hearings; Prevention; Program Administration; Program Descriptions; Social Services
IDENTIFIERS- *Adoption Assistance and Child Welfare Act 1980; Case Management; Congress 100th

A hearing was held to explore issues of foster care, child welfare, and adoption reforms, and to examine the implementation of the Adoption Assistance and Child Welfare Amendments of 1980. The Amendments were designed to emphasize preventive services that would strengthen families, prevent the unnecessary placement of children in foster care, assure appropriate services for children in foster care, and entitle children to permanent homes. Individuals and organizations interested in presenting oral testimony were asked to address one of the following issues: (1) overview of the programs; (2) administrative issues; (3) services designed to prevent the need for foster care; (4) services and case management for children in foster care; and (5) the future of child welfare services. Over 50 individuals and organizations provided testimony; over 30 submitted statements for the record. (RH)

DOCUMENT RESUME

ED 307 990 PS 018 045

Moser, Margo H.; Denham, Susanne A.
Infant Temperament: Stability, Parental Concurrence, and Relations to Mother-Infant Attachment.
PUB DATE- Apr 89
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; *Infants; Mothers; *Parent Attitudes; *Parent Child Relationship; *Personality
IDENTIFIERS- *Stability (Personal)

A study of 37 middle-class families examined infant temperament in terms of stability over time, agreement between parents, and relations to mother-infant attachment. Results showed stability of activity level, orienting, and smiling from 6 weeks to 4 months of age, and a trend toward stability of soothability during this period. Stability was found for all measured temperament traits from 4 to 9 months. Orienting and soothability remained stable from 6 weeks to 9 months. Maternal and paternal perceptions of infant temperament were positively correlated for activity level, distress to limitations, distress to novel stimuli, and orienting. There was a trend toward significant positive correlations for infant smiling. Only in ratings of infant soothability were parents' assessments not related. When infants were grouped as easy or difficult, there were no significant effects of 6-week or 4-month temperament on 9-month maternal attachment to the infant. However, mothers felt significantly less attached to 9-month-olds rated as difficult and fearful. Mothers were less attached to first-borns above the median in distress to limitations and later-borns below the median. No significant relations were found between easy and difficult infant temperament measured at 6 weeks, 4 months, and 9 months and quality of infant attachment to the mother 1 year after delivery. (Author/RH)

DOCUMENT RESUME

ED 308 005 PS 018 079

Bloomgarden, Dave
Stimulation Activities: Age Birth to Five Years.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Aug 83
NOTE- 67p.; Appropriate Technologies for Development, Reprint R-19.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cognitive Development; Day Care; Developing Nations; Early Childhood Education; *Enrichment Activities; Foreign Countries; *Infants; *Motor Development; *Preschool Children; *Stimulation
IDENTIFIERS- *Jamaica

This handbook provides a collection of stimulation activities that encourage a child's physical and mental growth from birth to five years of age. Emphasis is placed on making stimulation aids that are inexpensive or can be made from scrap materials. Advice is given about ways to carry out designated activities. All activities have been tried and tested over a 2-year period in collaboration with the Jamaican National Day Care Program. Activities are categorized under the headings infancy, cognitive, gross motor, and fine motor. (RH)

DOCUMENT RESUME

ED 308 020 PS 018 106

Whitebook, Marcy, Comp.; And Others
Working for Quality Child Care: An Early Childhood Education Text from the Child Care Employee Project.
Child Care Employee Project, Berkeley, CA.
PUB DATE- 89
NOTE- 228p.
AVAILABLE FROM- The Child Care Employee Project, P.O. Box 5603, Berkeley, CA 94705 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrative Policy; Advocacy; Child Caregivers; Cooperation; *Day Care; *Educational Quality; *Fringe Benefits; Health Needs; Instructional Materials; Labor Legislation; *Program Administration; *Teacher Salaries; Teaching Guides; *Work Environment
IDENTIFIERS- *Employee Rights

This early childhood education text was designed to help students and child care staff become effective advocates for the improvement of quality, salaries, and working conditions in child care programs. Unit I provides literature on the issues affecting the child care field and focuses on strategies to improve salaries and working conditions. Articles on the teacher shortage, the impact of high staff turnover on children, and employer-supported child care contribute to a picture of current child care. Unit II covers: (1) state and federal labor laws; (2) substitutes and in-home caregivers; (3) strategies for improving relationships among staff and between parents and staff; (4) the special stresses of various kinds of child care; (5) the health and safety concerns of child care staff; and (6) unions. Unit III provides information on salary schedules, health coverage, and pension plans. Also considered are various center policies, such as those regarding personnel, substitute and volunteer procedures, and evaluation, and ways to implement these policies. An instructor's guide outlines learning objectives and offers suggestions for class discussion and activities for each part of each unit. Organizational and information resources are listed. (RH)

DOCUMENT RESUME

ED 308 034 RC 017 078

Role of TVA's Skills Development.
Tennessee Valley Authority, Knoxville.
PUB DATE- 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; *Educational Research; Experimental Teaching; *Instructional Innovation; *Interactive Video; Mathematics Instruction; Programed Instructional Materials; Science Instruction; *Videodisks
IDENTIFIERS- Tennessee; *Tennessee Valley Authority; Vanderbilt University TN

This package from the Tennessee Valley Authority (TVA) describes projects undertaken by TVA's Skills Development Program, an effort to help national, state, and local officials improve education. The program includes several futuristic instructional labs that TVA helped to design and install in Morgan County, Tennessee. Instructional labs have been developed in dropout prevention, career guidance, mathematics, science, and video encyclopedia research. In cooperation with other organizations, TVA also developed a directory on interactive videodisk courseware for all grade levels. TVA and Vanderbilt University examined the effectiveness of Mastering Fractions, one of five videodisk mini-courses developed by Systems Impact Inc. The study of four school districts in three states found that using Mastering Fractions resulted in statistically significant achievement gains in knowledge of fraction skills and concepts. Also included in the package is information on the "Levels of Interactivity of Various Videodisc Configurations in TVA's Rural Education Demonstration at Coalfield School (in Morgan County)." Each level of interactivity lists the necessary equipment, TVA's source for the equipment, and the price. The document also lists the demonstration objectives, instructional methodology, and benefits of interactive video instruction. (TES)

DOCUMENT RESUME

ED 308 047 RC 017 108

Olsen, Duane A.
Socioeconomic Transitions in Rural Communities: The Nebraska Experience.
PUB DATE- Aug 88
NOTE- 7p.; Paper presented at the American Psychology Association Meetings (Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Business Cycles; Economic Factors; Rural Areas; *Rural Development; *Rural Economics; Rural Environment; *Rural Population; School Community Relationship; Surveys
IDENTIFIERS- Business Incubators; *Nebraska (Fillmore County)

A detailed examination of one agriculturally dependent Nebraska county was conducted to determine the changes believed to be underway as a result of the economic hard times associated with the farm crisis of the early 1980s. Fillmore county, with a 1980 population of 5098, was selected as it derived 25% of its total labor, salary, and proprietary income from agriculture in the 1980-84 period. A partnership was formed between a university research team and a local economic development organization. A telephone survey was completed early in 1988 by 3.5% of the 1980 census population. The results were compiled in two categories: (1) economic behavior patterns; and (2) community characteristics and social participation patterns. Respondents indicated a preference for purchasing goods and services in their hometown and county seat, citing convenience, hometown support, and trust of local merchants. Purchases made outside their hometown or county were associated with the absence or closure of local outlets offering those goods or services. Those responding indicated that 33% of all household goods and 22% of services were purchased outside the county. In terms of rating their community, respondents indicated it was a good place to live and raise children and they would be hesitant to move. Most cited a lack of employment opportunities and industry and felt that economic conditions were worse in 1987 than in 1980. Social participation patterns were closely associated with education and household income levels. Church, veterans organizations, civic, and school activities were prominent in the responses. Consistent with some of the findings of this study, local groups and individuals have taken action. A retail business incubator has been formed and new businesses have been opened based on a local survey of community needs. (ALL)

DOCUMENT RESUME

ED 308 060 RC 017 160

Luhman, Anne; Fundis, Ronald
Building Academically Strong Gifted Programs in Rural Schools. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-89-3
PUB DATE- Apr 89
NOTE- 3p.
CONTRACT- RI-88-062016
AVAILABLE FROM- ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academically Gifted; Acceleration (Education); *Access to Education; Advanced Students; *Cooperative Programs; Elementary Secondary Education; Institutional Cooperation; Outreach Programs; *Program Development; Rural Areas; *Rural Education; *Rural Schools; Telecommunications
IDENTIFIERS- ERIC Digests

This ERIC Digest discusses relevant issues and alternatives for rural school districts trying to develop strong programs for their most academically talented students. Although rural schools are more often constrained by high costs and material shortages than are urban schools, there are opportunities inherent in the lower teacher-student ratios and higher student involvement typical of small rural schools (Nachtigal, 1982). Programs for gifted students should address substantive academic goals, including: (1) bringing students' achievement closer to full potential; (2) ensuring that gifted students in outlying schools are identified and have access to appropriate services; and (3) improving access to advanced courses for talented high school students. Implementing rural gifted programs requires sensitive work with parents, other rural teachers and administrators, and with institutions other than the school district. A stable staff is necessary to assure rural parents and administrators that gifted programs are important and necessary (Howley, Howley, & Pendarvis, 1986). While rural schools often lack resources needed for comprehensive gifted programs, program development is probably best expanded from an academic/acceleration model over a period of time (Howley, 1986). For elementary students, acceleration can be accomplished within the school through a wide variety of means. Networking with colleagues in a variety of settings can open up new opportunities for teachers and administrators to share resources, develop programs, and improve service delivery. Curriculum can be improved by linking with colleges, laboratories, or performing arts programs through electronic media, computers, and telecommunications networks. This digest offers several resource ideas for rural educators. It contains 10 references. (TES)

DOCUMENT RESUME

ED 308 075 SE 050 661

Rao, C. S., Ed.
Science Teachers' Handbook. Reprint R-50.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Jun 85
NOTE- 315p.; Appropriate Technologies for Development Series Reprint. For Spanish edition see SE 050 662; French edition see SE 050 663. Drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Chemistry; Foreign Countries; *Laboratory Equipment; *Laboratory Procedures; Physics; Science Activities; *Science Fairs; Science Projects; Secondary Education; *Secondary School Science; Teaching Methods
IDENTIFIERS- India; Peace Corps

Science should not be presented as a collection of facts; it must be presented as an active dynamic subject. It should be used to stimulate young minds and encourage questioning. This is a publication designed to meet the needs of science teachers for a day-to-day reference in science. It was intended for the use of Peace Corps volunteers and science teachers in India. Contained in this publication are ideas and instruction for: (1) "Demonstrations, Practicals, and Practical Tests"; (2) "Science Clubs"; (3) "Investigations"; (4) "Science Fairs"; (5) "Improvised Apparatus"; (6) "Tools Use and Care"; and (7) "Laboratory Techniques." (CW)

DOCUMENT RESUME

SO

ED 308 091 SO 019 894

Dynneson, Thomas L.; And Others
An Exploratory Survey of Four Groups of 1987 Graduating Seniors' Perceptions Pertaining to (1) the Qualities of a Good Citizen, (2) the Sources of Citizenship Influence, and (3) the Contributions of Social Studies Courses and Programs of Study to Citizenship Development.
Stanford Univ., CA. Citizenship Development Study Center.
PUB DATE- Apr 89
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Citizenship; *Citizenship Education; Data Interpretation; Developmental Stages; Grade 12; High Schools; History; *Individual Development; Likert Scales; *Outcomes of Education; Questionnaires; *Role of Education; Social Studies; Statistical Surveys
IDENTIFIERS- Arkansas; California; Minnesota; Texas

As a means of investigating the current status of citizenship education in the schools, this exploratory study was designed to study graduating high school seniors' perceptions of their citizenship experiences. A questionnaire was distributed to four schools in Texas, Minnesota, California, and Arkansas and data were analyzed using Boos's procedures modified for the use of Likert scale values. The three areas of investigation were: (1) the perceived qualities of the good citizen (10 qualities surveyed); (2) the perceived sources of citizenship influence (12 sources surveyed); and (3) the perceived contribution of courses and programs on citizenship (5 surveyed). "Participation in community or school affairs" was not considered by students to be an important contributor to good citizenship, while "concern for the welfare of others" and the "ability to make wise decisions" were. "Parents" and "friends" ranked highest as having the greatest influence on citizenship formation, with "coaches," "religious leaders," and "television and/or movies" ranked the lowest. "American History" and "Government" were seen by the students as being the most beneficial courses for citizenship education, and "elementary school social studies program" as the least beneficial. Each surveyed value was presented by a bar chart with scaled values, differentiated by state, with inferences on the data and a discussion of those survey results given. Each of the three investigation areas concludes with a cumulative Boos summary analysis, cluster ranking, and data analysis. Recommendations, three references, and a copy of the questionnaire are included. (PPB)

DOCUMENT RESUME

ED 308 104 SO 019 930

Music in Our Lives. Syllabus/Handbook.
New York State Education Dept., Albany. Bureau of Curriculum Development.
PUB DATE - 88
NOTE - 190p.
LANGUAGE - English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Applied Music; *Curriculum Development; Listening Skills; *Music Activities; Musical Composition; *Music Appreciation; *Music Education; *Music Teachers; Secondary Education; State Curriculum Guides; Student Experience; Student Journals; Student Projects
IDENTIFIERS - New York

This syllabus/handbook is designed to aid teachers and administrators in developing a music course to meet the New York State Commission of Education's requirements for a one year high school Music In Our Lives (MIOL) class. This class encompasses the areas of listening, performing, composing, using basic tool skills, and developing special interest projects. Each of the areas is discussed through "Learner Outcomes" tables which list objectives (e.g., knowledge, attitudes, skills), evaluative criteria for assessing the attainment of those objectives, a sample learning experience, resources required for the sample experience, and illustrative teaching/learning strategies. A handbook section is designed to prepare the teacher to teach a MIOL class which is student centered, relates to the musical growth of the students at individual levels, is based on their individual experiences with music, and allows the student to place student life experiences in musical contexts by stressing hands-on involvement. A Listening Log allows students to maintain individual records of their listening experiences. The syllabus areas are discussed separately in the handbook section, giving instructors introductions and suggestions for teaching those areas. Computer music, electronic music, and rock music can be integrated into the curriculum. A special note to administrators of the MIOL concept, a statement of the Regents' goals (State University of New York, Albany), and a discussion of

students with handicapping conditions are included. (PPB)

DOCUMENT RESUME

ED 308 119 SO 019 984

Chiburas, Pamela E.
Perspectives: Readings on Contemporary American Government. Teacher's Guide.
Close Up Foundation, Arlington, VA.
PUB DATE- 87
NOTE- 46p.; For accompanying student handbook, see SO 019 983.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizen Participation; Citizenship Responsibility; Court Role; High Schools; ♦History; ♦History Instruction; Instructional Materials; Lesson Plans; Mass Media; Social Studies; Teaching Guides; ♦United States Government (Course); ♦United States History
IDENTIFIERS- Congress; Interest Groups; Lobbyists; Supreme Court; United States Constitution; United States Presidents

This teacher's guide provides goals and objectives, terms and concepts to know, motivators, student activities, and student worksheets that correspond to the readings presented in a companion student handbook of the same title. One activity requires students to examine the U.S. Constitution and the constitution of their particular state in order to determine which of a list of powers are national, state, local, or shared. A second activity explores the growth of presidential power. A third activity helps students deepen their understanding of the concept of representation. Students can explore the right to a quality defense, discuss the government bureaucracy, and learn about political lobbying. A fourth activity asks students to make a list of guidelines they feel would be useful for all members of society to keep in mind in their encounters with the media. A case study (a fifth activity) explores the public's right to know versus the right to privacy of an individual or government. A sixth activity asks students to conduct a survey to identify why people do or do not vote. In a final activity, students are encouraged to identify a variety of issues about which they feel strongly. In groups, they research their topics for a class presentation. After the presentations, students discuss how their attitudes have changed toward the topic. A sample issue within this activity is related to a case study of

Mothers Against Drunk Driving (MADD). (GEA)

DOCUMENT RESUME

ED 308 133 SO 020 125

AUTHOR Zahka, William J.
TITLE Teaching Price, Income, and Cross Elasticity of Demand: Another Approach.
PUB DATE- 10 Mar 88
NOTE- 10p.; Paper presented at the Eastern Economic Association Convention (Boston, MA, March 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economics; *Economics Education; Higher Education; Introductory Courses; Lesson Plans; Teaching Methods; Undergraduate Study
IDENTIFIERS- Demand; *Elasticity of Demand; *Microeconomics

One of the most important, yet difficult concepts to teach in an undergraduate course in intermediate microeconomics is the all-embracing concept of elasticity of demand. This paper details a four part teaching approach developed to make this most important aspect of microeconomic theory more understandable. Part 1 develops the approach for teaching price elasticity of demand, including a schema to be displayed in class, and graphs and essential characteristics for the following cases: relatively elastic demand curve, relatively inelastic demand curve, unitary elastic demand, perfectly elastic demand curve, and perfectly inelastic demand curve. Part 2 develops the approach for teaching income elasticity of demand. Part 3 develops the approach taken to teach cross elasticity of demand. Part 4 reviews the formulas and their relationships and presents the conclusions of the paper. Because the merit of microeconomics is resurfacing as an approach to the solution of macroeconomic problems, these elasticity of demand concepts assume even greater importance for teaching elasticity in an intermediate microeconomics course. With the approach outlined in this paper, students will be well-equipped to use these analytical tools. (GEA)

DOCUMENT RESUME

ED 308 148 SP 031 220

Lotan, Rachel A.
Complex Instruction: Theory and Classroom Implementation.
PUB DATE- Mar 89
NOTE- 39p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (San Francisco, CA, March 27-31,
  1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
  Reports - Research/Technical (143)
DESCRIPTORS- *Educational Innovation; Elementary Secondary Education;
  *Grouping (Instructional Purposes); *Instructional Development;
  Learning Strategies; Program Implementation; *Research Utilization;
  Small Group Instruction; *Teaching Methods

This paper illustrates how theoretical research and development of an innovative instructional approach have been successfully integrated with teacher training and classroom implementation. This approach, called "Complex Instruction", was designed to facilitate the development of cognitive, academic, and linguistic functioning of all students in heterogeneous classrooms. Organization of the classroom to provide equal access to the critical features of instruction (i.e., the curricular materials, interaction with the teacher, and interaction with peers) is among the crucial elements of this approach. Organizational sociology is used as a framework to develop an argument regarding the relationship between mastery of a knowledge base underlying a specific classroom technology, and its actual implementation in the classroom. To support this argument, an analysis is presented of the underlying knowledge base and its relationship to the central features of classroom implementation of Complex Instruction, the instructional technology. In addition, descriptions are given of the conditions for developing teacher conceptual understanding, and the implications of explicitly incorporating theory and research into the teacher training implementation process. (JD)

DOCUMENT RESUME

ED 308 163   SP 031 254

Cole, Ardra L.
Making Explicit Implicit Theories of Teaching: Starting Points in Preservice Programs.
PUB DATE- Mar 89
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Theories; Higher Education; *Individual Development; *Inquiry; *Intellectual Experience; Learning Theories; Metacognition; Preservice Teacher Education; *Self Evaluation (Individuals); *Student Attitudes; Teacher Effectiveness

A discussion is presented of a project that attempts to link research interest in teachers' implicit theories, attitudes, beliefs, and teaching practice and with a preservice introductory educational psychology course. The main purpose of the study was to make more personally meaningful and practical the pedagogical theories, research, and ideas studied in the course by engaging the 150 prospective teachers, enrolled in three sections of a course in educational psychology in a process of self-inquiry leading to an articulation of a "Beginning Personal Theory of Teaching." The second purpose was to begin a long-term study of the development of teachers' personal theories of teaching from their articulated beginnings in the preservice program, through the induction years, and into experienced practice. This paper describes the nature and content of the self-inquiry program and recounts how the student experienced it. This provides the basis for some reflections on the university-based component of the preservice teacher education program. (JD)

DOCUMENT RESUME

ED 308 180 SP 031 209

Gore, Jennifer M.
Agency, Structure and the Rhetoric of Teacher Empowerment.
PUB DATE- Mar 89
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at...." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Power Structure; *Professional Autonomy; *Professional Recognition; *Status Need; Teacher Education; Teacher Effectiveness; Teacher Qualifications
IDENTIFIERS- *Empowerment

This paper explores notions of empowerment, as variously constructed in contemporary educational discourse, in an attempt to better understand what it means to adopt empowering rhetoric. The discussion is framed around three questions: (1) What is empowerment in contemporary educational discourse? (2) What is desirable, and what should teachers be empowered for? and (3) What is possible and, realistically, what can be achieved? The paper begins with a brief etymological analysis of the term "empowerment." In this section, it is concluded that the use of the term itself implies the acceptance of certain assumptions about power and power relations. Next, the term "teacher empowerment," as it is used in teaching and teacher education, is examined. References are made to conservative, liberal humanist, and critical educational discourses and specific notions of teacher empowerment are clarified. Reference is made to the structure/agency debate in contemporary social theory in order to demonstrate some issues and problems of empowerment rhetoric. Recent work in poststructuralism and postmodernism, which offer an alternative notion of power, are considered. (JD)

ED 307 879 IR 052 767

Russell, Thyra K.
Job Sharing: Is It in Your Future?
PUB DATE- May 88

NOTE- 13p.; Paper presented at the Association of College and Research Libraries (ACRL) Session of the Annual Meeting of the Illinois Library Association (May 11-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Employment Patterns; *Employment Practices; Flexible Working Hours; *Job Sharing; *Library Administration; *Library Personnel; Library Surveys; *Personnel Policy
IDENTIFIERS- *Illinois

This paper reports the results of a survey of 1,277 libraries in Illinois which investigated the status of job sharing in armed forces, college and university, community college, government, law, medical, public, religious, and special libraries and library systems. Job sharing is described as the division of one full-time job between two or more people, who voluntarily work part-time and share the responsibilities and benefits of one full-time job. Queries to job sharers and their library directors measured job sharing by focusing on such factors as reasons for job sharing, characteristics of the shared job, and the overall effectiveness of job sharing as perceived by the job sharers and library administrators. The survey showed that both employers and employees are overwhelmingly in favor of job sharing, although both advantages and disadvantages are identified. In particular, the importance of communication was stressed, and the need for additional time to be spent on both supervision and evaluation was noted. (EW)

Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988. (Public Law 100-297, 100th Congress, April 28, 1988).
Congress of the U.S., Washington, D.C. House.
PUB DATE- 28 Apr 88
NOTE- 309p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; American Indian Education; Bilingual Education; Drug Education; *Elementary Secondary Education; *Federal Aid; Federal Government; Financial Support; Magnet Schools; *Public Policy
IDENTIFIERS- Amendments

The Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendment of 1988, PL 100-297 of the 100th Congress, was approved April 28, 1988. The bill extends almost every federal elementary and secondary education program through 1993. The Chapter 1 Program, which is the largest federal aid to education program, receives 14 amendments. Other programs added or amended include: (1) the Chapter 2 program, also known as the education block grant; (2) Science and Math Program; (3) Foreign Language Program; (4) Magnet Schools; (5) Women's Educational Equity Program; (6) Gifted and Talented Children Program; (7) Ellender Fellowship Program; (8) Immigrant and Territorial Assistance Programs; (9) Secretary's Fund For Innovation; (10) Drug Education; (11) Bilingual Education; (12) Impact Aid; (13) Adult Education; (14) Star Schools Program; (15) Child Development Program; (16) Statistics; (17) Fund for Improvement; (18) National Assessment; (19) Audits; and (20) Indian Education. An attached press release contains highlights of the H.R. 5 Bill. (RJC)

Seifert, Kelvin; Atkinson, Laura
Does Home Hinder Professional Commitment? The Case of Early Education. Research and Information Report.
Manitoba Univ., Winnipeg. Dept. of Educational Psychology.
PUB DATE- 31 Mar 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Family Influence; Foreign Countries; *Kindergarten; *Preschool Teachers; *Teacher Characteristics; *Teacher Persistence
IDENTIFIERS- *Canada; *Commitment

This study investigated the ways in which: (1) gender affects the balance of home and school life among teachers of young children; and (2) the balance of home and school life affects teachers' notion of professional commitment. Data were gathered through the observation of three experienced kindergarten teachers, one male and two female. Observations were subsequently related to ideas about professionalism from the literature on women and work and on professionalism in teaching. Findings indicated that home affected work and vice versa. Effects were both day-to-day and long-term, with long-term effects being more significant to the teachers. Findings suggested several conclusions about professionalism and the relation of home and work in early childhood education. (RH)

ED 308 006 PS 018 080

Walker, Richard N.
The Gesell Screening Examination: Psychometric Properties.
Gesell Inst. of Human Development, New Haven, CT.
PUB DATE- 89
NOTE- 40p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Chronological Age; Early Childhood Education; Followup Studies; *Interrater Reliability; *Kindergarten Children; Longitudinal Studies; *Preschool Children; *Screening Tests; Sex Differences; Tables (Data); *Test Reliability; Test Validity
IDENTIFIERS- *Developmental Screening; *Gesell Preschool Examination (Revised); Sociometric Status; Test Retest Reliability

In an assessment of the adequacy of the Gesell screening examination as a test instrument, a Gesell Screening Evaluation was given to 400 children semi-annually from their 4th to 6th year. The sample, which was stratified by parent occupation, included 40 girls and 40 boys at 5 age levels. The test battery corresponded with the Gesell Preschool and Kindergarten Screening Evaluations. Four experienced judges gave global developmental ratings and a grade placement recommendation for each child. For three judges, mean developmental age scores fell below chronological age by an interval of 2-7 months. For composite scores, mean inter-judge correlations by age groups ranged from .74 to .85 for single-judge ratings, and .85 to .92 for two-judge averages. Mean sex differences were small but significant, all favoring girls. The exam showed no differences by socioeconomic level. At 8 years, 182 children were retested, on multi-trait, multi-method measures. Screening ratings correlated most highly with later adaptive ability, and lower with number, fine motor, language and reading abilities, and general school competence. Lowest correlations were with gross motor and personal-social development. Suggestions for using Gesell screening evaluations to make placement recommendations are offered. (RH)

ED 308 076 SE 050 662

Rao, C. S., Ed.
Manual para los Profesores de Ciencias. (Science Teachers' Handbook).

Appropriate Technologies for Development Series Reprint R-66.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Sep 87
NOTE- 392p.; For English edition see SE 050 661; French edition see SE 050 663. Drawings may not reproduce well.
LANGUAGE- Spanish
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Translations (170)
DESCRIPTORS- Biology; Chemistry; Foreign Countries; *Laboratory Equipment; *Laboratory Procedures; Physics; Science Activities; *Science Fairs; Science Projects; Secondary Education; *Secondary School Science; Teaching Methods
IDENTIFIERS- India; Peace Corps

Science should not be presented as a collection of facts; it must be presented as an active dynamic subject. It should be used to stimulate young minds and encourage questioning. This is a publication designed to meet the needs of science teachers for a day-to-day reference in science. It was intended for the use of Peace Corps volunteers and science teachers in India. Contained in this publication are ideas and instruction for: (1) "Demonstrations, Practicals, and Practical Tests"; (2) "Science Clubs"; (3) "Investigations"; (4) "Science Fairs"; (5) "Improvised Apparatus"; (6) "Tools Use and Care"; and (7) "Laboratory Techniques." (CW)

ED 308 149   SP 031 221

[illegible], Anthony
Supervision for Growth: A Practitioner's Perspective.
PUB DATE- 30 Mar 89
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Effectiveness; *Administrator Role; Educational Environment; *Moral Development; Professional Development; Secondary Education; *Staff Development; *Student Motivation; *Student Needs; Teaching Styles

A successful program for staff development focused on moral development will view teachers as growing adults who will become more professional and successful as they are provided with a work environment that demands choice, autonomy, dialogue, and reflection. Such a working environment comes from the close collaboration of the administrator, the teaching staff, and the students. This paper describes a staff development effort which moved the faculty closer to the ideal of a new professional culture centered upon student learning. While this model examines policies within schoolhouse walls, it does have the power to affect policy changes outside of the individual school since it seeks to establish a richer understanding of the teaching profession. A case study is given of a faculty workshop, organized around the theme of developing new norms to enhance the professionalization of the teaching staff by attending more responsibly to students' needs. Three divergent areas which needed to be addressed by the faculty were identified: (1) the students thought the teachers were unfair in grading; (2) instructional styles needed to be enhanced and expanded; and (3) the faculty endorsed both short and long term responsibilities for professional development. Within this presentation, supervision by the principal is seen as an obligation which seeks to promote the moral growth of the staff by attending to issues of injustice as perceived by the school community. (JD)

ED 308 164 SP 031 255

[illegible], Andrea Peters
Student Teachers' Concerns and the Student-Teaching Experience: Does Experience Make a Difference?
PUB DATE- 31 Mar 89
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cooperating Teachers; Developmental Stages; Educational Environment; Elementary Education; Elementary School Teachers; *Field Experience Programs; Higher Education; Individual Needs; Preservice Teacher Education; Socialization; *Student Teacher Attitudes; *Student Teaching; *Teaching Experience

This study describes and analyzes the student teaching experience and its role in the development of a select group of elementary-level student teachers. The research proposed to determine, qualitatively, the concerns of student teachers; to determine change in student teachers' concerns; and to describe and analyze the role of the student teaching experience in terms of factors perceived to influence student teachers' concerns and teacher development. The theoretical framework for describing teachers' concerns was Fuller's (1969) developmental conceptualization of the concerns of teachers. The principal questions addressed were: (1) What are the concerns of elementary-level student teachers? (2) Who are the significant individuals (or individual) in the student teaching experience? (3) What types of assistance do student teachers perceive they need? and (4) What is the perceived importance of the context of student teacher--the university and public school--in teachers' concerns and teacher development? The study provides an in-depth descriptive, analytic, and interpretive account of common characteristics and themes across individual case studies. A summary of findings includes implications for research and practice. (JD)

ED 308 161   SP 031 292

Mansfield, Jeff G.
Constructing the Practicum Experience.
PUB DATE- Mar 89
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers. "Papers Presented at..." (150) -- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Collegiality; Elementary Secondary Education; Experiential Learning; Higher Education; *Practicums; Preservice Teacher Education; Program Development; Student Teacher Attitudes; *Student Teachers; *Teacher Orientation; Teacher Participation; Theory Practice Relationship

In a discussion of the practicum experience for student teachers, it is noted that while the experience of 50 days of teaching practice has a powerful impact on student teachers, its potential learning value is not realized. There is little opportunity for student teachers to experience the more extended role that teachers are expected to develop. Teachers have been expected to be involved in school governance, the development of school policies in curriculum, and providing broad curriculum experiences (e.g., integrating disabled students and extra-school experiences). The challenge in this study was to make the practicum more of a school experience than a classroom experience and provide opportunities for prospective teachers to experience teaching as a collaborative activity. This paper outlines the way in which the practicum experience has been revised in three cooperating schools, as the result of a joint activity between faculty and schools. A school experience has emerged which has radically altered the teacher education program for a group of student teachers and has led to a reconsideration of the relationship between tertiary institution and cooperating school in preparing teachers. Attached is an extract from an interview with two student teachers, who discuss their 12-week school experience with an external evaluator. (JD)

ED 307 796 FL 017 964

Swain, Merrill; And Others
The Role of Mother Tongue Literacy in Third Language Learning.
Ontario Inst. for Studies in Education, Toronto.
PUB DATE- Mar 89
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education Programs; Case Studies; Comparative Analysis; English (Second Language); Foreign Countries; *French; Grade 8; Immersion Programs; Junior High Schools; *Language Proficiency; Language Research; Language Role; Language Skills; *Literacy; *Second Language Learning; Socioeconomic Background; Transfer of Training
IDENTIFIERS- Ontario

Several research and evaluation studies completed in bilingual education programs for language minority children in Canada are presented to support the claim that heritage, or first, language (HL) literacy plays an important role in the acquisition of a third language. A study completed by the Ontario Institute for Studies in Education investigated the learning of a third language (French) by eighth grade HL students (N=210) who had been enrolled in an English/French bilingual program since grade five. The level of proficiency attained in French by the HL students was compared to the level of proficiency attained by students enrolled in an early total French immersion program. The research questions addressed included: (1) the effect of HL literacy knowledge on third language literacy; (2) the difference in acquisition of French language skills based on whether the HL is a Romance language; and (3) the effects of socioeconomic variables on French language proficiency. It is concluded that literacy in the HL enhances performance in third language learning. The implications of these findings as they relate to educational programs for HL children are discussed. (DJD)

ED 307 811 FL 018 000

Brant, Jeffrey K.
Sentence-Combining in the Secondary ESL Classroom--A Review of the Research Literature.
PUB DATE- 2 May 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *English (Second Language); Higher Education; *Language Research; Literature Reviews; Research Needs; Secondary Education; Second Language Learning; *Sentence Combining; Sentence Structure; Writing Exercises; *Writing Skills

An overview of the research literature reviews studies on the effectiveness of sentence-combining (SC) exercises in helping English-as-a-Second-Language (ESL) students integrate their knowledge of grammar into their writing. In the 1960s, Kellog Hunt published a series of articles that explored the relationship between SC and writing skills. Researchers, since the 1960's, have explored this relationship and have found that SC exercises contribute to accelerated syntactic growth. Research in SC thus far has focused on the remedial college-aged native speaker of English, and a point of debate concerns whether or not this research is generalizable to second language students. Both non-ESL and ESL-based studies on the effectiveness of SC in developing writing skills are discussed. The overview of the research literature concludes that although the available research fails to take into account the accuracy with which students use SC skills, enough evidence has been collected to indicate that SC can be effective in helping both native-English-speaking and ESL students use more complex syntax. (DJD)

ED 307 825 HE 022 183

A Self-Instructional Course in Student Financial Aid Administration.
Module 3: The Legislative and Regulatory Processes. Second Edition.

Office of Student Financial Assistance (ED), Washington, DC.;
Washington Consulting Group, Inc., Washington, DC.
PUB DATE- 20 Aug 88
NOTE- 43p.; For related documents, see HE 022 181-198.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; Educational Finance; *Federal Aid; *Federal Legislation; Federal Programs; Financial Support; Higher Education; Policy Formation; Programed Instructional Materials; *Student Financial Aid; *Student Financial Aid Officers
IDENTIFIERS- Department of Education; *Higher Education Act Title IV; Paying for College

The third of a 17-module self-instructional course on student financial aid administration, this module offers a systematic introduction to the management of federal financial aid programs authorized by Title IV of the Higher Education Act to novice financial aid administrators and other institutional personnel. It teaches the administrator to understand steps taken by Congress in enacting legislation, understand steps taken by the Department of Education in drafting and implementing regulations, read the Federal Register (understand the format used and identify the types of regulations and notices which appear), and distinguish between proposed changes in regulations and those regulations currently in effect. A pre-test, post-test, glossary, and acronyms are provided. Module 3 focuses on the following: (1) the legislative and funding process (introduction of a bill, committee hearings on a bill, reporting on a bill, floor and conference activity, numbering system and effective dates for legislation, cycle of legislative and funding activity, and budget and appropriations) and (2) regulations (how and when regulations are drafted, the regulatory process, and reading and understanding regulations). An appendix offers current regulations for Title IV student assistance programs as of June 1988. Contains four references. (SM)

ED 307 838 HE 022 196

A Self-Instructional Course in Student Financial Aid Administration. Module 16: Forms and Publications. Second Edition.

Office of Student Financial Assistance (ED), Washington, DC.; Washington Consulting Group, Inc., Washington, DC.
PUB DATE- 20 Aug 88
NOTE- 78p.; For related documents, see HE 022 181-198.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Responsibility; Administrator Role; Educational Finance; *Federal Aid; Federal Government; Federal Programs; Higher Education; *Program Administration; Programed Instructional Materials; *Publications; Publicity; *Recordkeeping; Records (Forms); *Student Financial Aid; *Student Financial Aid Officers
IDENTIFIERS- Department of Education; Higher Education Act Title IV

Module 16 (in a 17-module self-instructional course on student financial aid administration for novice financial aid administrators and other institutional personnel) discusses forms and publications that should be developed and used by the financial aid office. The full course is an introduction to the management of federal financial aid programs authorized by the Higher Education Act Title IV. This module discusses how to recognize key items that are easily identifiable on a student financial aid record, describe standard forms designed and used by a financial aid office, identify recordkeeping requirements specified by the regulations, and know sources from which forms and publications are developed. Three sections are as follows: (1) forms developed by the institution (key items, standard forms, recordkeeping requirements, resources/guidelines for developing forms, and sample forms); (2) developing a policies and procedures manual (overview of the manual, policies and procedures developed by the financial aid office, other institutional policies and procedures--federal standards, and general office information and procedures); and (3) publishing student consumer information (required information and developing the publication). A pre-test, post-test, glossary, and acronyms are included. Four appendices are: sample institutional forms; outline of a policies and procedures manual; sample excerpt from a policies and procedures manual; and sample questions and answers from a student consumer publication. Contains four references. (SM)

ED 307 864 IR 052 736

Gnagi, Anne; And Others
Information Skills at Holt Public Schools: Power in Practice (Grades 6-12).
Holt Public Schools, Mich.
PUB DATE- 88
NOTE- 35p.; Paper presented at the Annual Conference of the Michigan Association for Media in Education (Traverse City, MI, October 15, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Integrated Library Instruction; Critical Thinking; *Curriculum Development; High Schools; Intermediate Grades; Junior High Schools; Learning Resources Centers; *Media Specialists; Objectives; Program Implementation; Teachers
IDENTIFIERS- *Information Skills; *Task Force Approach

This report describes the activities of a task force composed of classroom teachers and media professionals which was created to develop an information skills curriculum for the Holt (Michigan) Public Schools. Introductory materials include brief descriptions of the school system, library/media personnel, and the curriculum process, as well as a discussion of the Information Skills Task Force, including its rationale, membership, and function, together with its statement of goals for the teaching of information skills. Curriculum objectives for middle (grades 6-7), junior high (grades 8-9), and senior high (grades 10-12) school levels are then presented under three subheadings: orientation, reading, and research. The implementation plan is explained in the context of plans for integrating information skills into the curriculum; for increasing awareness of the curriculum among teaching staff and at the district, public, and professional levels; and for developing a similar curriculum for special education students in K-5. Two final sections present recommendations for human and financial resources and a brief statement on program evaluation procedures. The

appendix contains a schematic diagram of the curriculum structure and a table depicting the Holt Public School curriculum review cycle. (25 references) (CGD)

ED 307 893 IR 052 782

Altan, Susan
Survey of Desirable Skills for Undergraduate Students.
PUB DATE- Oct 88
NOTE- 11p.; Results of this survey were presented at the National LOEX Library Instruction Conference (16th, Bowling Green, OH, May 1988) and the Annual Conference of the Ohio Educational Library Media Association (Columbus, OH, October 1988). For a related analytical paper, see IR 052 783.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Higher Education; Information Needs; *Library Instruction; Library Materials; *Library Role; *Library Skills; Problems; Questionnaires; Reference Services; *School Libraries; Search Strategies; Secondary Education; Surveys; *Undergraduate Students; *User Needs (Information)

This 16-item questionnaire was sent to 142 selected college and university libraries in February 1987 to determine which library skills academic librarians consider desirable for undergraduate students. Questionnaires were returned by 89 respondents (62.7%). The number of respondents for each question and the titles of the resources cited in their replies are provided (as applicable) in this tally of the responses. Issues addressed by the survey questions include: (1) the most important library resources (e.g., indexes, reference works); (2) frequently used journal indexes; (3) extent of use of general encyclopedias; (4) use of newspaper indexes; (5) greatest problems encountered by freshmen in the library; (6) main purpose for using the library; and (7) search strategies (both manual and database) used by librarians. An analysis of the responses to the question on the greatest problems experienced by freshman using the library is attached, together with copies of two letters sent to the survey respondents. (CGD)

ED 307 907 JC 890 262

Palmer, Jim, Ed.
Community, Technical, and Junior College Statistical Yearbook, 1988 Edition.
American Association of Community and Junior Colleges, Washington, D.C.
PUB DATE- 88
NOTE- 74p.; For an appendix to the yearbook, see JC 890 263.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; *College Faculty; Community Colleges; Community Education; Degrees (Academic); *Enrollment; Fees; Full Time Students; Institutional Characteristics; Minority Groups; National Surveys; Part Time Students; Private Colleges; Public Colleges; Statistical Data; Statistical Surveys; Tuition; *Two Year Colleges; *Two Year College Students

Drawing primarily from a survey conducted by the American Association of Community and Junior Colleges in fall 1987, this report provides a statistical portrait of the country's community, junior, and technical colleges on a state-by-state and institution-by-institution basis. Part 1 presents data for individual colleges listed by state. For each college, it provides the following information: the name, city, and zip code of the institution; the name of the chief executive officer; type of control (i.e., public or private); fall 1986 and 1987 headcount enrollment in credit classes of full-time, part-time, and minority students; noncredit enrollment for 1986-87; number of full- and part-time faculty teaching credit classes in fall 1987; number of administrators employed in fall 1987; and annual tuition and required fees for the 1987-88 academic year. Part 2 presents statewide data on both public and private two-year colleges. The state summaries include the number of colleges; fall 1986 and 1987 full- and part-time and total headcount enrollment in credit classes; fall 1987 minority enrollment in public institutions; and the numbers of faculty employed full- and part-time in fall 1987. (ALB)

ED 307 921 JC 890 280

Hamre, William; Holsclaw, Mick
1989-90 Implementation of the Management Information System.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jul 89
NOTE- 25p.; Discussed as agenda item number 5 at a meeting of the Board of Governors of the California Community Colleges (Millbrae, CA, July 13-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; *Data Collection; *Educational Assessment; Evaluation Criteria; *Management Information Systems; *Outcomes of Education; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

For the past three years, the Board of Governors has made the development and implementation of the California Community College Management Information System (MIS) a major priority. Following two years of pilot testing with five community college districts, statewide implementation of Phase I of MIS is slated to begin in July/August 1989. Several critical findings regarding data collection and reporting emerged from the pilot project, including the following: (1) the new reporting requirements will need to be introduced over a two-year period to allow for thorough testing and implementation of new data collection mechanisms; (2) the Chancellor's Office needs to take a more structured approach to the development of definitions for data elements and reporting requirements and the clarification of the roles of various state agencies; and (3) additional staff are needed to ensure data accuracy, access, and use. Phase I will focus on gathering data on student outcomes, beginning with information on student demographics, course outcomes, program awards, financial aid, matriculation, faculty assignment, and related areas. Phase II will emphasize the collection of data on staff, courses, programs, and the utilization of student services. When fully implemented, Phase II should allow the Chancellor's Office to regulate affirmative action efforts on a continuing basis, and to meet state and federal reporting requirements. Phase III will be devoted to the collection and reporting of data on finance and facilities, with special attention paid to the automatic development of budget and expenditures annual reports. Appendixes explain procedures for modifying the MIS "Data Element Dictionary" and developing reporting requirements, the policy on data access and report development, and allocations for MIS development by district. (ALB)

ED 307 934 JC 890 294

Greenhouse, Michael
Reflections at Mid-Career: Commitments and the Classroom.
Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- May 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Communication; *Classroom Environment; Classroom Techniques; *College Faculty; College Instruction; Community Colleges; *Learning Processes; Learning Readiness; Student Development; Student Responsibility; Teacher Guidance; Teacher Responsibility; *Teacher Student Relationship; Teaching (Occupation); Two Year Colleges

A prerequisite for learning is admitting simply that one "does not know." In order to discover and truly "know," one must have an open mind, suspend all preconceptions and assumptions, and be able to tolerate the ambiguity experienced when the line between formal subject matter and those assumptions begins to blur. Many community college students make sharp distinctions between their coursework and their lives outside of college. They have been led to believe that they possess no power or control in the classroom, and therefore often fail to take responsibility for their own learning. Encouraging students to take responsibility for their classroom experience requires faculty members to relinquish authority and open up a space for students to exercise their rights as learners. Only after students recognize the presence of ambiguity in the teaching-learning process can active learning, or discovery, take place. Ambiguity in the classroom may cause anxiety for some students, especially among community college students who tend to have lower skill development and less self-confidence. Some may draw back from the risks involved in determining for themselves which of several interpretations carries more weight. But others will begin to experience new ideas, question their beliefs, take chances by speaking their minds, and, in so doing, will become stronger thinkers and learners. These reflections are offered in the context of one individual's personal account of his decision to become and remain a community college sociology teacher. (ALB)

ED 307 947 JC 890 307

Lewis, Marjorie D.
The Role of the Community College President: A Review of the Literature from 1969-89.
Long Beach City Coll., Calif.
PUB DATE- Apr 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Collective Bargaining; *College Administration; College Faculty; *College Presidents; Community Colleges; *Decentralization; Educational Trends; *Leadership Qualities; *Participative Decision Making; Two Year Colleges

Limited financial resources, declining enrollments, changes in student demographics, calls for accountability, and collective bargaining have signalled a profound change in the role of the community college president. The greatest change during the last 20 years is that the decision-making process, once exclusively the domain of the president, has evolved into a more democratic, participatory process. Trustees, students, and especially faculty have begun participating in decision-making. Shared authority and increasing government regulation mean that the president must now deal with state legislatures, finance committees, coordinating boards, and even local constituencies. One drawback of this is that the president's role has become increasingly political. The community college president is still very much a leader, but a different kind of leader. Researchers have concluded that effective presidents, far from being autonomous and rigid decision-makers, are flexible, thoughtful, and strong visionaries. Collective bargaining is perhaps the most significant issue to affect community college leadership in the past 20 years, and literature on this subject has been almost unanimously negative. Claims have been made that unionism weakens administrative control, and that collective bargaining creates competition rather than cooperation between faculty and administrators. On the other hand, it is noted that a collective bargaining contract, which outlines the duties and responsibilities of faculty, can make faculty more accountable. Since it is unlikely that faculty will yield its newfound role in governance, community college presidents must adapt to their new role as managers of the decision-making process. (ALB)

ED 307 991 PS 018 046

Weisz, Eva
Hidden Curriculum: The Elusive Side of Classroom Life in First Grade.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Developmental Disabilities; *Grade 1; *Hidden Curriculum; Participant Observation; Primary Education

Basic qualitative research was conducted in classrooms of two teachers in order to examine the nature of their enacted curriculum. Hidden curriculum was investigated as one component of the enacted curriculum in the two classrooms. One teacher taught a regular first grade class, and the other taught a class of developmentally handicapped children 7 and 8 years of age. Data obtained from field notes on classroom observations, interviews, audiotapes, teacher lesson plans and other artifacts were analyzed inductively in a search for regularities, patterns, and themes. Findings indicated that students in each classroom had opportunities to learn via a powerful hidden curriculum, which was transmitted through types of activity structures, time structures, physical space arrangements, and teacher behavior. Since hidden curriculum was embedded in tasks within these structures, it was part of many daily occurrences in the two classrooms. Findings suggest that teachers teach much more than academic content, and must understand that they convey norms, values, and behaviors in very subtle ways. Since hidden curriculum is teacher-driven in classrooms, it is imperative that teachers be aware of it so that they make sound judgments about what they want to convey. Implications of the findings for educational practice are discussed. (RH)

ED 308 021 RC 016 773

Ballard, Charles G.
The Island That Moves: Shamanistic Practices and Psychic Posturing in One Naskapi Myth from Little Whale River.
PUB DATE- 20 Feb 88
NOTE- 37p.; Paper presented at the Native American Studies Conference at Lake Superior State University (Sault Ste. Marie, MI, October 16-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- American Indian Literature; *American Indians; *Canada Natives; Environmental Influences; Eskimos; *Folk Culture; Legends; *Motifs; *Mythology; Symbols (Literary)
IDENTIFIERS- Labrador; Magic; *Naskapi (Tribe); Native American Studies; *Shamanism; Structuralism; Vision Quest

This paper analyzes religious, psychological, artistic, and environmental elements in one Naskapi myth, and provides a means of understanding the world of the Montagnais and Naskapi hunting tribes of the Labrador Peninsula. In "Ayas'i's Son," the (unnamed) hero is falsely accused of rape by his father's youngest wife. The son is exiled to an island, which the father, using his shamanistic powers, has blown further from the mainland. The hero escapes the island and survives a series of trials through the help of spirit creatures in animal forms. Returning to his village, the hero uses his new-found power to transform his father into a frog and his mother and himself into birds. The main theme of this myth is the self-sufficiency of the hero and his use of Nature's gifts to strengthen himself. Analysis suggests that a magico-religious outlook on the world is dominant. Cree, Lillooet, Eskimo, Blackfoot, Aleut, and Tsimshian variants illuminate other important issues: (1) the initiation of a shaman to the "vision quest;" (2) the roles played by women; and (3) animal and bird helpers as symbols of the shaman's power and connection to the spirit world. While both religious and worldly interpretations of these myths are possible, the unified view suggests that the universe has order, and that the wise or "blessed" man will align himself with this cosmic regularity. In the variants of the far north, particularly, relentless and formidable Nature is always present and capable of extinguishing life at any moment. This paper includes 17 references. (SV)

ED 308 035 RC 017 081

Theobald, Paul
The Ideological Foundations of Midwest Rural Education.
PUB DATE- 88
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Area Studies; *Educational Attitudes; Educational Change; Educational Development; Educational Economics; *Educational Philosophy; *Foundations of Education; Politics of Education; *Rural Education; United States History
IDENTIFIERS- Regionalism; *United States (Midwest)

A relationship exists between agrarian thought and the practice of formal schooling in the rural Midwest. Three traditions have shaped agrarian thinking about democracy and its application to social institutions, especially education. Fundamentalism, localism, and pastoralism have combined to form the ideological base for rural resistance to educational reform exhibited by rural boards of education throughout the history of the Middle West. The development of these traditions can be viewed in four time periods. In colonial times, the Puritans influenced the development of fundamentalism, which was transported to the Midwest. The period between the Revolution and the Civil War marked the development of localism. The years between 1865 and 1920 saw the development of the pastoral ideal in agrarian thinking. After 1920, the traditions were slowly eroded, accompanied by steady rural population decline. All three theories took hold in the Midwest and continue to work in opposition to district consolidation, higher teacher salaries, and other contemporary educational reforms. Agrarian communities have encouraged simplicity and a conscientious consumer ethic, often manifesting itself in the kind of books, equipment, school buildings, and opportunities offered to district schoolchildren. Mass media, agricultural mechanization, and migration to urban areas have somewhat lessened the impact of agrarianism and consequently there has been more and more rural district consolidation and school change. It is no coincidence that in states least affected by the spread of industrialism, such as the Dakotas and Nebraska, rural resistance to centralization of education remains quite vocal. Contains 54 references. (ALL)

ED 308 048 RC 017 112

Tucker, Thomas C.; And Others
Cancer Mortality in Rural Appalachian Kentucky. Appalachian Data Bank Report #6.
Kentucky Univ., Lexington. Appalachian Center.

PUB DATE- Nov 88
NOTE- 24p.; Maps may not reproduce well.
AVAILABLE FROM- Appalachian Center, University of Kentucky, 641 S. Limestone, Lexington, KY 40506-0333 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cancer; Comparative Analysis; *Mortality Rate; Rural Areas; *Rural Population; Sex Differences; Social Science Research; Tables (Data)
IDENTIFIERS- *Appalachia; Appalachian Studies; *Kentucky

This report compares cancer mortality rates in rural Appalachian Kentucky with rates for rural non-Appalachian Kentucky and the U.S. white population. Rural Appalachian Kentucky differs from the rest of rural Kentucky in having a younger, poorer, less educated population with greater employment in mining as opposed to agriculture, and with less access to public water and sanitation. Overall average annual age-adjusted cancer mortality rates for 1981-85 did not differ substantially among rural Appalachian Kentucky, rural non-Appalachian Kentucky, and the United States. However, compared to national figures, both Kentucky sectors showed substantially greater increases in cancer mortality since 1971-75; the greatest increases were among non-Appalachian males and Appalachian females. Males had significantly higher cancer mortality than females in all comparison groups. Lung cancer was the leading cause of cancer death for both men and women in the Appalachian group, increasing nearly 50% for men and over 100% for women since 1971-75. Compared to national figures, colon cancer mortality rates were lower in Appalachian Kentucky and higher in non-Appalachian Kentucky. Rural Appalachian females had twice the cervical cancer mortality rate and a significantly lower breast cancer mortality rate than U.S. white females. This report contains 12 tables, 5 graphs, and 2 maps. (SV)

ED 308 092 SO 019 912

[illegible], Neil
A History of the City of Sydney Public Library.
PUB DATE- 30 Nov 87
NOTE- 63p.; Masters Thesis, University of Sydney.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Historical Materials (060)
DESCRIPTORS- Foreign Countries; *Librarians; *Library Administration; *Library Collections; *Library Research; *Local History; Masters Theses; *Public Libraries
IDENTIFIERS- Australia (Sydney); Sydney Public Library (Australia)

The Sydney Public Library began as the Australian Subscription Library and Reading Room which opened in Sydney on December 1, 1827, with 1,000 volumes. The Municipal Council of Sydney took possession of the library in 1909. The library evolved from a closed access, fixed shelf position library to an open access system in 1910. A complete retrospective conversion to the Dewey system was achieved by 1933. Over the years the library initiated a newspaper reading room, a juvenile collection, a children's room, an inquiry desk, a bindery, and various other features, mirroring the development of public libraries, especially in the United States and Great Britain. Public support for public libraries was limited until the 1930s, with public libraries being viewed as a luxury. The Free Library Movement of that time helped to solidify support for such institutions. The years following World War II brought more change with the opening of several branches in the suburbs around the city and a resultant rise in circulation. In December, 1976 cataloging and circulation were computerized, and microfiche catalogs were produced until June, 1986, when the library went to an online catalog and circulation system. Budgetary and circulation data are given throughout the document, and a bibliography of 29 items is provided. (RPB)

ED 308 105 SO 019 936

Ziegler, Paul R.
The Use of Primary Sources in Western Public Culture.
PUB DATE- Dec 88
NOTE- 7p.; Paper presented at the Annual Meeting of the American Historical Association (103rd, Cincinnati, OH, December 27-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conference Papers; Course Content; Curriculum Development; *Curriculum Enrichment; Higher Education; *History Instruction; Instructional Materials; *Primary Sources; *Resource Materials; *United States History; *World History

A desire to make historical source documents central to the exposition of basic themes in a two-semester class on European and U.S. history since 1500 led to the development of a pilot course at Assumption College, Worcester, Massachusetts. One of the three weekly class meetings was devoted to a discussion of the source materials. In order to remove the traditional barriers that make such documents unappealing to students (i.e. lack of a historical context, archaic language), explanatory headnotes and a limited glossary were provided. Essay assignments were given which were designed to probe certain fundamental themes. The students, however, turned to the more familiar textbook for information and ideas. Consequently, efforts were made to focus the lectures and discussions more on the documents, and a preparatory exercise was added to the essay assignment. Although the program's purpose was to organize basic information prior to the writing of the essay, and its aim was to increase student usage of the source documents, students still tended not to use those documents. Eventually, it was only by incorporating the source documents directly into the preparatory exercises and essay assignments that a way was found of making it impossible for the students to avoid using them. It was hoped that students would develop a sense of historical method and appreciate how source documents could be interpreted in various manners to support different historical perspectives. (PPB)

ED 308 120 SO 019 985

Dawson, George G.
Ideas for Teaching Economics in Grades Five & Six.
New York State Council on Economic Education, Albany.; Russell Sage Coll., Troy, NY.; State Univ. of New York, Old Westbury, N.Y. Center for Business and Economic Education.
PUB DATE- 87
NOTE- 53p.; Cover title reads, "So, You Have To Teach Economics...in Grades 5 & 6."
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Economics; *Economics Education; Grade 5; Grade 6; Intermediate Grades; Lesson Plans; *Social Studies; Teaching Methods
IDENTIFIERS- *Economic Concepts; Economic Theory

This guide is designed to assist fifth and sixth grade teachers who are basically following the New York State curricula. While an effort has been made to include ideas for teaching every concept found in the state's outline, additional concepts have been included for the benefit of those who might go beyond the outline, and for teachers in other states. The ideas are not presented as fully developed lesson plans; it is up to teachers to complete the plans to fit their environment. The material is divided into the following major categories: the problem of scarcity; making choices; factors of production; specialization, division of labor, and productivity; economic systems; money and banking; economic growth and development; international economics; and economic problems, including pollution, conservation, energy, labor and employment, unemployment and poverty, the economics of crime, and the farm problem. Each section begins with a brief discussion of the major economic concepts to be taught. Some sections contain lists of books, audio-visual material, computer software, and teaching guides useful in economics education. A 33-item bibliography of sources for the teaching of economics in the intermediate grades is included. (JEA)

ED 308 134 SO 020 127

Parker, Franklin
Religious Compromise in Israeli Schools since 1953.
PUB DATE— 89
NOTE— 9p.
Language— English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE— Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS— *Educational Change; *Educational Legislation; Educational Policy; Elementary Secondary Education; Foreign Countries; *Jews; *Religion; Religious Differences; Religious Education; *Religious Factors
IDENTIFIERS— Educational Ideologies; Educational Issues; *Israel; Israeli Arabs; Israelis; Jewish Studies

Jewish schools, before statehood in 1948, were run by political parties. The "General Stream" (1913), formed by the General Zionist and Revisionist parties, agreed to have secular subjects taught in European-like schools, and to forego formal religious instruction. The "Religious Stream" (1920), formed by Zionist religious parties, focused on religious and Zionist emphases in its schools. The "Labor Stream" (1926) arose mainly among rural and urban workers, and was imbued with child-centered educational ideals. These three school systems were joined by a fourth group, the "Ultra-Orthodox Agudat Israel Stream" (1940), led by the most religiously demanding group of zealots. A religious and political compromise in 1953, which placed all schools under a Ministry of Education and Culture, is the basis for the five kinds of schools currently operating. State Secular schools enroll 65% of Jewish youths and are considered to be religiously neutral. State Religious schools enroll 25% of Jewish youths, teach the "Bible" as the Word of God, and emphasize the religious nature of holy days. Ultra-Orthodox schools enroll 6.5% of Jewish youths, are extremely religious, require "Bible" study, and are governed by religion in all aspects of life. Kibbutz, moshav, and other types of communal settlement schools, together with army-run schools, enroll 3.5% of Jewish youths, have varied religious emphases, and usually observe the Sabbath and other holy days. Arab schools enroll about 200,000 Israeli Arab youths. They are separated from Jewish schools, not by law, but by cultural, linguistic, geographical, and religious differences. Some results of the 1953 compromise are discussed. (BEA)

ED 307 851 IR 013 816

Changing Roles in Education and Training. Report of the Annual Conference on Teaching at a Distance (4th, Madison, Wisconsin, August 2-4, 1988).

Wisconsin Univ., Madison. Dept of Continuing and Vocational Education.

PUB DATE- Aug 88

NOTE- 165p.; For reports on the 1985-87 conferences, see IR 013 812-815.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *College School Cooperation; *Distance Education; *Educational Change; *Educational Technology; Elementary Secondary Education; Higher Education; Instructional Design; Rural Education; Telecommunications

This report provides a brief description of a 1988 conference on distance education together with papers from 31 of the 44 sessions, including keynote addresses and presentations at general and informational sessions and application seminars. These sessions addressed the conference theme from different perspectives, and included consideration of instructional design, the teaching process, faculty development, administration/management, continuing education programming, and university/K-12 collaboration. Specific topics examined include the changing role and future of distance education and training; the Annenberg/Corporation for Public Broadcasting Project; correspondence study and the new media; audio and video teleconferencing; interactive media education; distance education in rural areas; joint college/school distance education programs; and change strategies for the adoption of technology. The text is supplemented by various figures, and many of the papers include references. (EW)

ED 307 880 IR 052 768

Konkel, Mary S.
Paraprofessional Punch.
PUB DATE- May 88
NOTE- 9p.; Paper presented at the Association of College and Research Libraries (ACRL) Session of the Annual Meeting of the Illinois Library Association (May 11-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cataloging; *College Libraries; Higher Education; Library Statistics; *Paraprofessional Personnel; *Productivity; Program Development; *Program Effectiveness; Training Methods
IDENTIFIERS- *OCLC

This paper presents an outline for a plan for increasing OCLC cataloging statistics in the monograph cataloging unit of a medium-to-large academic library, along with the evaluation process used to achieve this goal. The focus of the plan was on a group of upper level paraprofessional staff. First, OCLC cooperative cataloging was redefined to include all member copy regardless of quality, with editing done to update obsolete name and subject headings and verification of call numbers. Staff members unfamiliar with the Library of Congress schedules received training. Evaluation was based on monthly statistics, with individual targets set through monthly conferences. Failure to meet quotas was met with commiseration, additional training, and reevaluation. The plan was successful, with an increase of 2,700 titles over the course of one year, 1,800 of which were contributed by the paraprofessional staff. In addition, morale and professional/paraprofessional cooperation increased, and quota setting eventually became unnecessary, with the paraprofessionals now setting and maintaining their own pace, and managing their own time and workloads. (EW)

ED 308 007   PS 018 083

Serafica, Felicisima C.; Learner, Kathy M.
Teachers' Conceptions of Specific Learning Disabilities: Relationships to Expectations, Placement, and Programming.
PUB DATE- Apr 89
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; *Concept Formation; Elementary Education; *Elementary School Teachers; Expectation; Higher Education; Individualized Education Programs; Intervention; *Learning Disabilities; *Predictor Variables; Special Education; *Special Education Teachers; Student Placement; Teacher Attitudes; *Undergraduate Students

This study investigated the development of teachers' conceptions of learning disabilities (LD) as a function of experience with pupils having LD. An expert group of 25 LD-certified special education teachers, a transition group of 24 regular classroom teachers of mainstreamed LD pupils, and a novice group of 20 undergraduate special education majors were found to differ significantly in their levels of understanding regarding the description, explanation, and treatment of LD, but not regarding prognosis. Stepwise multiple regression analyses showed that the treatment dimension of the LD concept significantly predicted expectations of the LD pupil's academic performance for LD teachers and special education undergraduates. It also predicted quality of individualized educational programming for regular classroom teachers and the total sample. The explanation dimension significantly predicted knowledge of educational placement for all groups. Implications for theory, research, and application are discussed. (RH)

ED 308 061 RC 017 161

Strasheim, Lorraine A.
Proficiency-Oriented Foreign Language in the Small High School. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-89-2
PUB DATE- Apr 89
NOTE- 3p.
CONTRACT- RI-88-062016
AVAILABLE FROM- ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Distance Education; High Schools; *Language Proficiency; Language Teachers; Rural Schools; *Second Language Instruction; *Second Language Programs; *Small Schools; State Departments of Education
IDENTIFIERS- ERIC Digests

This digest considers the problems of foreign language instruction in small high schools and discusses possible solutions. A critical challenge for American education, pointed out by reform reports of the 1980's, is improvement of instruction in foreign languages to instill language proficiency. These national concerns have been translated into policy at the state level, but studies show that most foreign language students are enrolled in French and Spanish with far fewer studying German, Chinese, Japanese, or Russian, all thought to be good choices for students. Staff availability parallels enrollment patterns. Multi-level classes, the scheduling of two or more levels of a foreign language into a single class period, are common in small schools. This creates problems of additional preparation and discipline for teachers and reduced oral language experiences for students. Suggestions are made for administrators to help teachers handle this difficult situation. Many state education agencies and universities are trying to help small schools offer foreign languages through interactive video courses delivered via satellite or microwave transmission. State education agencies are recommended as resources of technical assistance about foreign language programs in small schools. It is concluded that committed teachers are the vital key to both program development and program effectiveness. This digest contains 10 references. (DHP)

ED 308 077 SE 050 663

Rao, C. S., Ed.
Manuel du Professeur de Science. (Science Teachers' Handbook).
Appropriate Technologies for Development Series Reprint R-64.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Sep 87
NOTE- 381p.; For English edition see SE 050 661; Spanish edition see SE 050 662. Drawings may not reproduce well.
LANGUAGE- French
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Translations (170)
DESCRIPTORS- Biology; Chemistry; Foreign Countries; *Laboratory Equipment; *Laboratory Procedures; Physics; Science Activities; *Science Fairs; Science Projects; Secondary Education; *Secondary School Science; Teaching Methods

IDENTIFIERS- India; Peace Corps

Science should not be presented as a collection of facts; it must be presented as an active dynamic subject. It should be used to stimulate young minds and encourage questioning. This is a publication designed to meet the needs of science teachers for a day-to-day reference in science. It was intended for the use of Peace Corps volunteers and science teachers in India. Contained in this publication are ideas and instruction for: (1) "Demonstrations, Practicals, and Practical Tests"; (2) "Science Clubs"; (3) "Investigations"; (4) "Science Fairs"; (5) "Improvised Apparatus"; (6) "Tools Use and Care"; and (7) "Laboratory Techniques." (CW)

ED 307 961 PS 017 665

L'enseignement et la pedagogie en Roumanie. Volume 6 (Teaching and Pedagogy in Rumania. Volume 6).
Bibliotheque Centrales Pedagogique, Bucharest (Rumania).
PUB DATE- 88

NOTE- 263p.
LANGUAGE- French
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Bibliographies (131) Books (010)
DESCRIPTORS- Annotated Bibliographies; Conferences; Developmental Psychology; Educational History; Educational Policy; Educational Psychology; Educational Theories; *Educational Trends; *Elementary Secondary Education; Foreign Countries; Guidance; School Administration; School Organization; Seminars; Special Education; Statistical Data; Teaching Methods; Vocational Education
IDENTIFIERS- *Ghibu (Onisifor); *Rumania

Written in French, this volume offers foreign scholars a comprehensive view of ideas and events that influenced Rumanian schools and pedagogy in 1983 and 1984. The first part of the work consists of selected quotations from the writings of the distinguished Rumanian educator Onisifor Ghibu (1883-1972). Part 2, entitled "Rumanian Trends in Education," provides an annotated bibliography of 355 books and articles on pedagogy that were published in 1983-1984. Citations are grouped in 11 content areas: (1) educational policy; (2) theory of education; (3) general trends in education; (4) history of education; (5) didactics and teaching methods; (6) teaching personnel; (7) educational and developmental psychology; (8) special education; (9) educational sociology; (10) school organization and administration; and (11) vocational training and guidance. Part 3 presents statistical data and lists seminars, conferences, and scientific meetings about schools and teaching in Rumania during 1983 and 1984. (RH)

ED 307 976 PS 018 017

Preschool Education and Educational Reform. Current Issues in Education: A Bibliographic Series. Volume 5, No. 3, February 1989.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
PUB DATE- Feb 89
NOTE- 18p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Books; *Educational Change; *Preschool Education

Citations in this bibliography provide a representative view of literature published during the past 5 years that may interest educators concerned with the subject of preschool education. Citations of publications from the ERIC database include either an annotation or an abstract. A selected bibliography of books on early childhood education and preschool education is appended. (RH)

ED 307 992 PS 018 048

Shaw, Daniel
The Effects of Divorce and Parental Conflict on Children's Adjustment: A Prospective Study.

PUB DATE- Apr 89
NOTE- 28p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Children; Comparative Analysis; *Conflict; *Divorce; *Family Problems; Longitudinal Studies; *Personality; Research Methodology

Replicating the methodology used by Block, Block, and Gjerde (1986), a prospective, longitudinal examination was made of relations between divorce and children's adjustment. Data from the New York Longitudinal Study (NYLS), originally collected by Thomas, Chess, and Birch (1963, 1968, 1977, 1983, 1984) was analyzed. The NYLS assessed children's personalities at home and school from infancy to young adulthood. Many expected results were not found. Regarding the prospective analyses, girls, rather than boys, showed more problematic behavior prior to parental separation. The effects of time also were not in accord with prior findings, as children's adjustment generally was not a function of the time since parental separation. With the exception of parental conflict, few child care practices were consistent predictors of children's long-term adjustment. The interaction between temperament and parental conflict was not strong in predicting children's short- and long-term adjustment. Results highlight the predictive utility of parental conflict, suggest discrepancies with prior research, and demonstrate the value of the secondary analysis technique. (Author/RH)

ED 308 150   SP 031 222

Volkwein, Karin A. E.
Herbert Marcuse's Theory of Play--A Social Philosophical Perspective.
PUB DATE-- Apr 89
NOTE-- 13p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Boston, MA, April 20-23, 1989).
LANGUAGE-- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE-- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS-- Athletics; Capitalism; Competition; Goal Orientation; *Play; *Self Actualization; Skill Development; *Social Theories; *Social Values; *Team Sports
IDENTIFIERS-- *Marcuse (Herbert)

Sport has been widely discussed, by conservatives who argue that sport operates within the realm of freedom, and so lies outside the deterministic nexus of capitalist economics and politics, and leftists who argue that sport reproduces the repressive features of capitalism and serves as an ideological tool of the latter. The purpose of this study is to: (1) criticize the main social theories of sport offered by both the Right and the Left; and (2) develop a new theory of sport based on Herbert Marcuse's notion of play. Brief sketches are offered of the Conservative and New Left perspectives on sport, "playful sport," in both views, an alternative concept of sport, "playful sport," is introduced that is based on Marcuse's notion of play. The rest of the paper investigates how playful sport differs from the kind of sport where the play element is largely absent. (JD)

ED 308 165 SP 031 256

AUTHOR Jandura, Ronald M.; Burke, Peter J.
TITLE Differentiated Career Opportunities for Teachers. Fastback 287.
INSTITUTION Phi Delta Kappa, Bloomington, Ind.
REPORT NO.— ISBN-0-87367-287-9
PUB DATE— 89
NOTE— 36p.
AVAILABLE FROM— Phi Delta Kappa, P.O. Box 789, Bloomington, IN
47402-0789 ($0.90).
LANGUAGE— English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE— Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS— Budgeting; *Curriculum Development; *Decision Making;
Elementary Secondary Education; *Instructional Leadership;
*Professional Recognition; Staff Development; *Teacher
Participation

This document describes a program in District 742 Community Schools in St. Cloud, Minnesota, called Differentiated Career Opportunities for Teachers. This multifaceted program empowers selected teachers with the authority to make decisions and plan programs for their district and individual schools and, at the same time, to renew their professional lives. Through a system of 3-year temporary assignments with additional compensation and protection of their seniority, classroom teachers take on a variety of leadership roles. The program has been in operation since 1984 and appears to be working well. (JD)

ED 308 182 SP 031 295

Newton, Earle E.; Robinson, Sam
Integration of Research and Practice through an Extended Practicum.
Pub Date— Mar 89
Note— 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Language— English
EDRS Price - MF01/PC02 Plus Postage.
Pub Type— Speeches/Conference Papers, "Papers Presented at..." (150) — Reports - Research/Technical (143)
Descriptors— Elementary Education; Foreign Countries; *Helping Relationship; *Interaction Process Analysis; *Mentors; *Professional Development; *Student Teachers; Teacher Attitudes; Teacher Behavior; Theory Practice Relationship
Identifiers— Saskatchewan

This study examined, through retrospective interview data, the interaction between student teacher and mentor teacher during a 16-week practicum experience. The subjects were four teacher-intern pairs in an elementary school. Three models of coaching and teacher behaviors were considered: (1) joint experimentation—helps students formulate objectives, leads the search for methods, shows what is necessary, collaborates, avoids telling; (2) follow me—relates the parts to the whole, shares repertoire until something "clicks" with the intern; and (3) hall of mirrors—surfaces own confusions, dialogues, uses error as an opportunity for learning. The study sought information on the general views of mentors and interns about the extended practicum and their roles in it. Participants were also asked about their perceptions about problems they encountered and how they were resolved. Inquiry was made on the model of coaching typical for each pair and the extent research on effective teaching was put into practice in each classroom. Individuals were asked the meaning of the experience in relation to their continuing professional development. The underlying intent of the study was to determine if the emphasis on effective teaching behaviors limited or shaped the internship experience. (JD)

ED 307 797 FL 017 965

Walker, Marijke; And Others
Aptitude and Language Learning of FBI Special Agents.
Federal Bureau of Investigation, Washington, DC. Laboratory Div.
PUB DATE- 14 Sep 88
NOTE- 22p.; Paper presented at the Interagency Language Roundtable Invitational Symposium on Language Aptitude Testing (Washington, DC, September 14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; *Instructional Effectiveness; *Introductory Courses; *Language Aptitude; *Language Proficiency; Oral Language; Postsecondary Education; Questionnaires; Second Language Instruction; *Second Language Learning; *Student Attitudes; Uncommonly Taught Languages
IDENTIFIERS- *Defense Language Aptitude Battery; Defense Language Institute CA; Federal Bureau of Investigation; Interagency Language Roundtable Oral Interview

This study investigated the relationship between aptitude, as measured by Defense Language Aptitude Battery (DLAB) scores, and oral proficiency as measured by the Oral Proficiency Interview (OPI) scores of 72 Federal Bureau of Investigation (FBI) Special Agents who completed basic foreign language training at the Defense Language Institute (DLI). The hypothesis that the DLAB is a predictor of proficiency levels resulting from DLI training was not strongly sustained, as 40% of the Special Agents fell below the level 2 training goal, and because many of the Special Agents who received low OPI scores received the highest aptitude scores. Self-assessment data on their language learning success were collected from 76 former students, and the following factors were identified as most influential to success: (1) motivation/perseverance; (2) instructor; and (3) personal ability/aptitude. Factors having a negative influence on language learning success included: (1) poor quality of materials; and (2) inappropriate grammar/vocabulary. (DJD)

ED 307 812   FL 018 001

Ervin, Gerard L.
The "PTA" of the Future.
PUB DATE- 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Assisted Instruction; Creativity; Cultural Awareness; *Futures (of Society); *Instructional Development; Instructional Materials; *Language Proficiency; Measurement Techniques; Secondary Education; *Second Language Instruction; Teacher Role; *Technological Advancement
IDENTIFIERS- *Authentic Materials

Three developments in the field of foreign language education seem to have particularly great potential for foreign language teaching and learning in the 1990s: (1) proficiency; (2) technology; and (3) authenticity (PTA). The first of these developments involves the language proficiency movement's debate over the establishment of a common metric by which foreign language experience and proficiency can be measured. The second development concerns technological advancements computers, satellite communications, fax phones, interactive video, CD-ROM, electronic networks, and artificial intelligence. The developments in technology, however, do not remove the element of human creativity in conceptualizing good research projects and instructional applications. This job is still the teacher's responsibility. Properly used, the new technology can be a valuable adjunct to teaching. The third area of development in foreign language teaching, authenticity, involves the use of printed and electronic materials prepared by native speakers for native speakers. Even in the first week of classes, students can be asked to deal with these materials at a level appropriate to their language skills. Foreign language instruction can also provide information about the world. The use of authentic materials makes this task not only easy, but unavoidable. (DJD)

ED 307 826 HE 022 184

A Self-Instructional Course in Student Financial Aid Administration. Module 4: The Roles and Responsibilities of the Financial Aid Office. Second Edition.

Office of Student Financial Assistance (ED), Washington, DC.; Washington Consulting Group, Inc., Washington, DC.

PUB DATE- 20 Aug 88
NOTE- 51p.; For related documents, see HE 022 181-198.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; Educational Finance; Eligibility; *Federal Aid; Federal Programs; Financial Support; Higher Education; Office Management; *Program Administration; Programed Instructional Materials; *Student Financial Aid; *Student Financial Aid Officers
IDENTIFIERS- Department of Education; Higher Education Act Title IV; Paying for College

The fourth module in a self-instructional course for student financial aid administrator neophytes provides an introduction to the management of federal financial aid programs authorized by the *Higher Education Act Title IV with an emphasis on the role of the* financial aid office. Areas covered in Module 4 include how to recognize the basic areas of responsibility within the aid office, understand the points of interaction with other administrative offices, and identify professional organizations for support and development within the field. The three major areas discussed include: (1) responsibilities of the financial aid office (monitoring institutional compliance, counseling students, monitoring student eligibility, determining financial need, administering the Pell Grant program, administering the Stafford Loan, Supplemental Loans for Students, and Parent Loans to Undergraduate Students programs, managing the campus-based programs, and using outside consultants and service agencies); (2) interaction with other institutional offices (including president, admissions, business, registrar/academic records, counseling, placement, veterans, academic dean, data processing, development, and special programs offices, developing a financial aid committee, and a network of responsibilities); and (3) relationship of the aid office to outside agencies and professional associations. An appendix shows the organization of the Department of Education's Office of Student Financial Assistance and Debt Collection and Management Assistance Service. Contains 2 references. (SM)

ED 307 865 IR 052 738

The Public Library Trustee and Changing Community Needs.
New York State Library, Albany.
PUB DATE- 87
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Financial Support; Library Role; *Library Standards; Literacy; Philanthropic Foundations; *Public Libraries; *State Legislation; *State Libraries; *Trustees

This issue of "The Bookmark" contains 23 essays examining the challenges facing public library trustees and changing community needs. Topics considered include: the role of the trustee, fund raising, lobbying and the legislative process, library building programs, library automation, literacy, intellectual freedom, information access, preschool library programs, library standards, and library planning. Also included are several general articles on public libraries in the future, an article tracing the history of the New York Association of Library Boards (NYSALB), and a report of the Regents Advisory Council on Libraries to the Board of Regents Cultural Education Committee. Most of the articles include bibliographic references. (EW)

ED 307 894 IR 052 783

Altan, Susan
Desperately Seeking Standards. Creating Competent College-Bound Library Users.

PUB DATE- 87
NOTE- 19p.; Based on papers presented at the National LOEX Library Instruction Conference (16th, Bowling Green, OH, May 1988) and the Ohio Educational Library Media Association Conference (Columbus, OH, October 1988). For the questionnaire used in the survey, see IR 052 782.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *College Bound Students; Higher Education; Information Needs; *Library Instruction; *Library Role; *Library Skills; Problems; Questionnaires; Reference Materials; *School Libraries; Search Strategies; Surveys; Undergraduate Students; *User Needs (Information)

In an effort to verify that the library research skills that comprise the library media instructional program at the Columbus (Ohio) School for Girls are those that college librarians would regard as essential, a questionnaire was mailed in February 1987 to the undergraduate libraries of 142 colleges and universities most often attended by graduates of this secondary school or known to have especially strong undergraduate bibliographic instruction programs. The response rate was 62.7%. The responses to 13 of the 16 questions on the survey are discussed in this paper. These particular questions were selected for their broad subjectivity and wide implications for high school librarians in terms of bearing most directly on the issue of transition to college (e.g., most significant resources, additional resources, problems of freshmen, basic proficiencies, and articulation and cooperation). Two major inadequacies are identified in the concluding discussion: the lack of established, articulated standards for the preparation of college-bound students; and the lack of a requirement for proficiency in research and information skills in either the high school curriculum or the college admission process. Emphasizing the importance of bibliographic instruction in high school, the paper suggests two remedies for the above named deficiencies: the inclusion of information/literacy skills in the criteria for college admissions, and the testing of incoming freshmen in these skills as part of the English placement exam. (10 references) (CGD)

ED 307 908 JC 890 263

A Summary of Selected National Data Pertaining to Community, Technical, and Junior Colleges. Appendix for AACJC Statistical Yearbook 1988.

American Association of Community and Junior Colleges, Washington, D.C.

PUB DATE- 88

NOTE- 24p.; For the Statistical Yearbook, see JC 890 262.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Administrators; *College Faculty; Community Colleges; Community Education; Degrees (Academic); *Enrollment; *Enrollment Trends; Fees; Full Time Students; Minority Groups; National Surveys; Part Time Students; Private Colleges; Public Colleges; Statistical Data; Statistical Surveys; Trend Analysis; Tuition; *Two Year Colleges; *Two Year College Students

Drawing from data collected by the American Association of Community and Junior Colleges, as well as government and other publications from 1987-88, this report presents a statistical portrait of the community, technical, and junior colleges in the United States. Data are provided on the following topics: (1) the number of two-year colleges in 1945-46, 1955-56, 1965-66, 1975-76, and 1987-88; (2) the size of public and private colleges; (3) enrollment trends from 1945 to 1988; (4) changes from 1970 in student characteristics, including age, gender, ethnicity, part-time status, educational objectives, degree goals, and academic ability; (5) student finances, including information on the percentages of students financially dependent on or independent of their parents; the percent of undergraduates at two- and four-year public and private colleges receiving financial aid; the average amount of aid awarded to full-time, full-year undergraduates and net student expenses by type of college; (6) faculty characteristics, including data on the growing use of part-time faculty, the highest degree held by faculty members, and average faculty salaries in 1979-80 and 1987-88; (7) demographic characteristics and salaries of administrators; (8) institutional revenues and expenditures; (9) numbers of associate degrees conferred by year and field of study, and information on the economic value of the associate degree; and (10) the provision of community-based services. (JMC)

ED 307 922   JC 890 281

Kanter, Martha

Report on the California Postsecondary Education Commission.

California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jul 89
NOTE- 11p.; Discussed as agenda item number 6 at a meeting of the Board of Governors of the California Community Colleges (Millbrae, CA, July 13-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Transfer Students; *Community Colleges; *Educational Finance; Higher Education; *Policy Formation; State Colleges; State Universities; *Statewide Planning; Transfer Policy; Two Year Colleges
IDENTIFIERS- *California

The June 26, 1989 meeting of the California Postsecondary Education Commission considered a number of policy issues with direct implications for the state's community colleges. The major actions and discussions of the Commission's meeting focused on: (1) updated statistics on community college transfers to the University of California and the California State University systems, which showed that in both systems the numbers of transfer students enrolled in fall 1988 increased over the previous year, with Hispanic students making the greatest gains of any ethnic group; (2) state policy guidelines for adjusting nonresident tuition at California's public colleges and universities; (3) an update on six budget priorities (i.e., expanding funding for adult programs in English as a Second Language, supporting enrollment growth, implementing legislatively mandated community college reforms, expanding student financial assistance, maintaining low student fees, and funding capital outlay); (4) the expansion of the Commission's role in program projection, approval, and review activities; and (5) the promotion of doctoral programs for community college faculty and administrators. This report offers brief summaries of the Commission's discussions of each of these areas and other relevant topics and highlights implications for the Office of the Chancellor of the California Community Colleges and the colleges themselves. (ALB)

ED 307 935 JC 890 295

Hoiles, JoAnn

Ethics in the Business Curriculum at the Community College.

Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- May 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Education; Business Education Teachers; Class Activities; Community Colleges; *Ethical Instruction; *Ethics; *Social Values; *Teaching Methods; Two Year Colleges

Arguing for the inclusion of ethics instruction in community college business curricula, this paper addresses the crisis in ethical values affecting the United States today and offers suggestions regarding the content and methods of ethics instruction for business students. The first sections cite newspaper headlines and examples of dishonest business practices to illustrate the need for a moral reorientation in business, discuss the new ethics movement in business, and examine ways in which corporate ethics are instilled and maintained. The next section reviews educators' efforts to teach business ethics either in specially designed courses or as ethical questions integrated into other courses. Approaches based on pragmatism, the "crime-of-the-moment," and efforts to teach business as a profession with duties and responsibilities are highlighted. The paper reviews community college business students' responses to questions about business ethics and provides materials and suggestions for the development of an ethics module in an introductory business administration course. Workable definitions and principles of ethics, sources of ethics in religious doctrines, reasons for the lack of ethics in business, teaching objectives and techniques, types of unethical activities, the development of a code of ethics, competing forces that affect ethical standards, and guidelines for ethical behavior are considered. Sample discussion questions and term projects are included. (ALB)

ED 307 948 JC 890 308

Lewis, Marjorie D.
Effective Leadership Strategies for the Community College President.
Long Beach City Coll., Calif.
PUB DATE- Jun 89
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Role; *College Administration; *College Presidents; Community Colleges; Decision Making; Educational Trends; *Leadership Qualities; *Leadership Styles; Two Year Colleges

To be effective, community college presidents must understand what leadership is, particularly as it applies to higher education. They must also understand the evolution of the role of the president over the last 30 years, from "manager" or "builder" in the early years to the more recent position of "motivator." There is little agreement in the literature on a definition of leadership; moreover, it has been suggested by some researchers that leaders can be more effective if they are able to shift styles according to the situation in which they find themselves. Often referred to as "moderate leadership style," this ability to shift styles results in a flexibility community college presidents must have in order to lead a diverse institution and deal with broad constituencies. In the 1950's and 1960's, presidents were seen as "builders," or strong, authoritarian figures responsible for planning and developing the colleges. In the 1970's, presidents were forced to deal with financial crises, demands for shared governance, increasingly agitated faculties, and, most controversial of all, collective bargaining. The emphasis during this time was on accountability, cost-effectiveness, and productivity; the role of the community college president became that of "manager." Today, however, there is recognition that good management is not enough. Effective community college presidents must be creative and charismatic and they must recognize the importance of exerting leadership in four key areas: (1) interpreting and communicating the college mission and goals; (2) creating a climate that encourages people and groups to work with the college; (3) establishing systems of governance that enable colleges to operate efficiently and effectively; and (4) providing educational leadership. (ALB)

ED 308 036 RC 017 083

Claus, Richard N.; Quimper, Barry E.
State Bilingual and ECIA Chapter 1 Migrant Process Evaluation Report, 1988-89. An Approved Report of the Division of Administration and Personnel, Department of Evaluation, Testing, and Research.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Feb 89
NOTE- 42p.; For 1987-88 report, see ED 298 223.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bilingual Education Programs; Bilingual Students; *Compensatory Education; Counseling; Elementary Secondary Education; Hispanic Americans; Interviews; Laotians; Mathematics Instruction; Migrant Children; *Migrant Education; *Migrant Programs; Observation; *Program Evaluation; Reading Programs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Michigan (Saginaw); *Saginaw City School System MI

In the school year 1988-89 the school district of the city of Saginaw operated two programs designed to meet the special needs of bilingual and migrant students: (1) the Section 41, State Bilingual Education Program; and (2) the ECIA, Chapter 1, Migrant Education Program. Both programs operated at 21 elementary schools, 5 junior highs, and 2 high schools. The Bilingual Program served 901 K-12 students, while the Migrant Program served 494 students, K-12. The State Bilingual Program served students whose primary language was other than English, or who came from a non-English speaking home environment. The Migrant Education Program served students whose families follow the crops or fishing industry and as a result the students experienced educational discontinuity. Although the programs' philosophies differ, the student populations overlap, because, in most circumstances, a student in the Migrant Program comes from a non-English speaking home. In view of this fact, the two programs cooperate by sharing the same staff, materials, and activities. This report presents the programs' evaluations for the 1988-89 school year. Evaluation procedures included: (1) structured interviews with advisors at their support service sites; (2) structured interviews with teachers at their instructional sites; and (3) classroom observations. The results were summarized into statements indicating one of the following: a program strength; a potential strength; or a weakness. Appendices include: (1) description of identification and eligibility procedures; (2) samples of interview and observation forms; (3) item analysis of the interviews; and (4) lesson elements checklist results. (ALL)

ED 308 049 RC 017 113

Ellis, Betty
A Comprehensive Bibliography of Health Care in Appalachia.
Kentucky Univ., Lexington. Appalachian Center.
PUB DATE- Nov 88
NOTE- 70p.
AVAILABLE FROM- Appalachian Center, University of Kentucky, 641 S. Limestone, Lexington, KY 40506-0333 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Annotated Bibliographies; Children; *Health; *Health Services; Low Income States; Nursing; Nutrition; Older Adults; Poverty Areas; Problems; Rural Areas; *Rural Population
IDENTIFIERS- *Appalachia

This annotated bibliography covers aspects of health and health care in Appalachia or specific states of the region: West Virginia, Tennessee, North Carolina, Kentucky, Georgia, Pennsylvania, South Carolina, Ohio, Virginia, Alabama. There are 357 entries ranging from 1932 to 1988 (15 entries were published before 1960). Materials listed include journal articles, books, theses, conference proceedings, U.S. Congressional hearings, ERIC documents, papers, reports, and state and federal agency publications. Each entry contains author, title, publication information, a subject category, and annotation when available. Categories include medical services, children, aged, health, nursing, mental health, and fertility. (SV)

ED 308 093   SO 019 913

Stephens, Ronald D., Ed.; And Others
School Safety Legal Anthology.
National School Safety Center, Malibu, CA.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 85
NOTE- 137p.
GRANT- 84-JS-AX-0004
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Anthologies; *Educational History; Educational Legislation; Elementary Secondary Education; Lawyers; Legal Problems; Legal Responsibility; *School Effectiveness; *School Law; *School Safety; *School Security
IDENTIFIERS- *Educational Issues; School Crime; School Culture

This legal anthology presents contemporary thoughts covering a broad range of topics in education and school safety from a national perspective. It covers four major areas: (1) an overview of schools in U.S. society from historical and legal perspectives; (2) an exploration of some aspects of school crime; (3) restitution, parental liability, Article I, Section 28(c) of the California Constitution, the "safe schools" provision, and law-related education as potential aids in improving school climate; and (4) the legal profession's role in education. James Rapp sketches U.S. educational history from colonial times to the present and discusses education law as a specialty area of practice. Patricia Lines and Judith Gray trace the legal definition of "school" from early cases to modern times. Joan McDermott provides a sociological study of the interrelationships among offenders, victims, and fearful youths in schools. R. Chester Nolte discusses disciplinary procedures and the increasingly criminal nature of student infractions. B. Glen Epley shows how courts have handled questions of school boards' decisions regarding student discipline. Jeri Goldman discusses the legal conditions surrounding student/parent restitution for damages by the student to school property. Dana Prescott and Cynthia Kundin analyze common law restrictions on financial recovery by a victim from the offender's parents. Kimberly Sawyer discusses the adoption of the "safe schools" provision in the California Constitution. Finally, James Rapp takes a practical, pragmatic look at education law as a speciality area of practice and George Nicholson and others encourage involvement and provide model programs for lawyers to participate in the educational process and help promote safer, more effective schools. (GEA)

ED 308 106 SO 019 939

Vann, Richard T.
Historians Reading/Reading Historians.
PUB DATE- 88
NOTE- 16p.
AVAILABLE FROM- Richard T. Vann, Department of History, Wesleyan
  University, Middletown, Connecticut 06457.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
  Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; *Critical Reading; *Critical Thinking;
  *Historiography; History; History Textbooks; Intellectual History;
  *Literary Criticism; *Primary Sources; *Rhetorical Invention;
  Social History

Since the entire fabric of one's historical knowledge is based on inferences drawn by historians in their readings of primary sources, a study of their reading habits, and a comparison of those habits with the habits of others who read for the purposes of discovery and interpretation may lead to areas of mutual interest or benefit. Although the differences between social history, intellectual history, and political history may initially seem so great that no single discipline (history) can encompass them all, it should be remembered that there is the same preference in them for primary sources, the same need to construe them referentially, and thus the same requirement that no source can be read except in the context of an ensemble of relevant others. The same sorts of questions raised by historians, such as whether the intentions of the author can be recovered, also preoccupy literary critics. An empathetic reconstruction of the author's situation is one of the methods used to recover that meaning, and the reading and interpretation of that text is based upon that intentional fallacy. To historians trained in documentary or verificationist readings, where the point is to abstract and test factual claims, reading works of history as rhetoric will seem a mistake. However, since the rhetorical aspects of historical works have been so often repressed, such an observation should make the reader aware of those rhetorical aspects. (PPB)

ED 308 121 SO 019 987

Stevenson, James A.
Applying the Fry Grade Level Formula to College History Texts.
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *History Textbooks; *Readability;
  *Readability Formulas; Textbook Evaluation; Textbook Research;
  *United States History; *Western Civilization
IDENTIFIERS- *Fry Readability Formula

The Fry Readability Formula was employed to determine the reading grade levels of the eight most popular college U.S. history survey textbooks and the ten most popular Western civilization textbooks. It was discovered that the Fry readability technique could not produce consistently close findings on any single college history textbook. Indeed, every textbook exhibited a wide range of readability grade levels. Three passages were chosen from each book and the results were plotted on the Fry Readability Graph to determine the text's approximate grade level. Each U.S. history text was examined with a minimum of two readability checks, and each Western civilization text was examined by four readability checks. The findings produced by this methodology were presented in two tables. It appears that the Fry readability technique can provide only a very rough estimate of the reading grade level of college history textbooks. Although such estimates may be considered when selecting a survey history text, other factors should govern the choice of a textbook. The Fry technique and other formulas neglect vital aspects of student comprehension and important features of college-level history textbooks. No formula can guarantee that a textbook with an 11th grade readability level will be better understood than one with a 16th grade readability level. The books used in this study are listed and a 6-item note page is included. (GEA)

ED 308 135 SO 020 136

Ediger, Marlow
Peace Studies and the Social Studies.
PUB DATE- 23 Jun 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinion/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Conflict; *Conflict Resolution; High Schools; *Peace; Problem Solving; Social Attitudes; Social Studies; *Student Interests; *Teacher Education; *Teacher Effectiveness; *Teacher Qualifications
IDENTIFIERS- Peace Education; *Peace Studies

Numerous reasons can be given for the low quality of teaching in the social studies. Teachers may be improperly certified, or they may teach to maintain employment rather than to do a good job. To teach peace studies courses requires the cream of the crop in terms of quality instruction. Teachers should be well above the minimum requirements for certification. Teacher education should include courses in educational psychology, philosophy of education, and teaching of social studies, and prospective teachers should have a good liberal arts background and complete a student teaching assignment. Secondary students should desire the best in teaching-learning situations. How to work toward peace should be an ultimate goal of peace studies. Disagreements between and among individuals involve conflict. Conflict resolution will greatly minimize or even eliminate selected kinds of undesirable attitudes. Some attitudes detrimental to conflict resolution include: harsh rhetoric, traditional patriotism, ethnocentrism, emphasis on military spending as the best security, view positions from the point of view of one variable, and the friendly dictator concept. The Middle East is presented as an area in which wars have grown out of previous conflicts involving diverse nations. Teachers of peace studies need to be well-informed pertaining to the subjects and issues addressed. Proposed solutions must be just for both sides of the conflict, and a problem-solving attitude must be emphasized. Conflict resolution is a must in the academic/school curriculum. (GEA)

ED 307 839 HE 022 197

A Self-Instructional Course in Student Financial Aid Administration. Module 17--Evaluation of Student Aid Management: Self-Evaluation, Audit, and Program Review. Second Edition.
Office of Student Financial Assistance (ED), Washington, DC.; Washington Consulting Group, Inc., Washington, DC.
PUB DATE- 20 Aug 88
NOTE- 59p.; For related documents, see HE 022 181-198.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Responsibility; Administrator Role; *Audits (Verification); Compliance (Psychology); Educational Finance; *Federal Aid; Federal Government; Federal Programs; Higher Education; *Program Administration; Programed Instructional Materials; *Self Evaluation (Groups); *Student Financial Aid; *Student Financial Aid Officers
IDENTIFIERS- Department of Education; Higher Education Act Title IV

The 17th module in the 17-module self-instructional course on student financial aid administration discusses the evaluation of student aid management in terms of self-evaluation, audit, and program review. The full course offers a systematic introduction to the management of federal financial aid programs authorized by Title IV of the Higher Education Act to novice financial aid administrators and institutional personnel. This module explains how to identify common ways to evaluate student aid management, distinguish required evaluations from recommended ones, and identify compliance review areas in program reviews and audits. Information is provided on the following topics: the purpose of evaluation (types of evaluation and institutional responsibility); self-evaluation of student aid management (the purpose of self-evaluation and self-evaluation techniques); audits (e.g., federal and nonfederal audits, audit preparation and procedures, and common audit findings on compliance); and program reviews (e.g., preparing for a program review, exit interview, and responding to program review findings). A pre-test, post-test, glossary, and acronyms are included. Five appendices are: outline of a peer evaluation report; description of the program review process; description of the audit process; a list of materials for audit preparation; and examples of audit exceptions. Contains five references. (SM)

ED 307 852 IR 013 817

Caffarella, Edward P.; Sachs, Steven G.
Doctoral Research in Instructional Design & Technology: A Directory of Dissertations, 1977-1986.
Association for Educational Communications and Technology, Washington, D.C.
REPORT NO.- ISBN-0-89240-057-9
PUB DATE- 88
NOTE- 538p.
AVAILABLE FROM- Association for Educational Communications and Technology, 1126 Sixteenth Street, NW, Washington, DC 20036 ($22.50).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Doctoral Dissertations; *Educational Research; *Educational Technology; Indexes; *Instructional Design; *Instructional Development; *Research Reports

This directory of doctoral dissertations in the field of instructional design and technology that were completed during the decade from 1977 through 1986 is designed to provide a complete overview of that doctoral research. It includes listings of the student's name, graduation year, dissertation title (in a rotated keyword-in-context index), and chairperson. This list is cross-indexed so that the information can be retrieved in a variety of ways, providing not only a way to look at all of the doctoral research in this field, but a way to compare the kinds of research being done at various institutions. It is noted that the entire database is also available on a computer disk. (EW)

ED 307 881 IR 052 769

Scott, W. W.
Telephone Reference Services in University Libraries: A Survey of Service to Students.
PUB DATE- May 88
NOTE- 16p.; Paper presented at the Association of College and Research Libraries (ACRL) Session of the Annual Meeting of the Illinois Library Association (May 11-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Libraries; *College Students; Guidelines; Higher Education; Library Research; Questionnaires; *Reference Services; Telephone Communications Systems; Users (Information)
IDENTIFIERS- *Association of College And Research Libraries; *Telephone Reference Service

A survey of 96 Association of College and Research Libraries (ACRL) member libraries in the United States and Canada was conducted to obtain information on whether and to what extent these libraries offered reference services to students by telephone. Survey results showed 89 of the 93 responding libraries reporting that they offered some form of telephone reference service to students. Most of these libraries respond to a substantial number of calls each day rather than an occasional call. Telephone reference in these libraries takes place in the reference department as opposed to a separate telephone reference desk, and the majority of libraries have established some sort of organizational pattern which facilitates telephone reference service. Telephone reference also is usually budgeted for as part of the reference department. Most librarians surveyed felt that any problems incurred were the result of logistics and could be remedied easily. Librarians also felt that telephone reference is popular with patrons, as evidenced by constant demand and expressions of appreciation from patrons. Most libraries also reported that the telephone reference service received the approval of the library administration. A copy of the survey instrument with tallies of the responses is appended. (EW)

ED 307 977   PS 018 019

Leigh, Cindy; And Others
The Kindergarten Guide for Instructional Planning.
Mississippi Univ., Jackson. Early Childhood Leadership Inst.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Bureau of School Improvement.
PUB DATE- Jul 88
NOTE- 503p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Curriculum; *Instructional Development; *Kindergarten; *Learning Activities; Primary Education; State Curriculum Guides; *Units of Study
IDENTIFIERS- *Instructional Management; *Mississippi

This color-coded curriculum guide is designed to facilitate instructional planning and help Mississippi's kindergarten teachers develop their schools' instructional management plan. Five broad units of instruction are presented, each of which has been tested, revised, and extended by classroom teachers. The units, which encompass many unit themes teachers include in the kindergarten curriculum, are titled: "Myself, My Home, and My School"; "Harvest Time"; "Making Memories"; "Sky, Land, and Water"; and "Growth and Change". These extended units are designed to involve students for a month or more. Each, however, can be broken down into related mini-units of one or two weeks. Each unit specifies: (1) general goals to guide planning; (2) methods of evaluation; (3) specific unit goals; (4) unit concepts to be developed; and (5) projects and activities. Another major purpose of the guide is to incorporate into unit format ideas provided in "Implementing Kindergarten in Mississippi: Teachers' Resource Book (TRB)", previously published by the State Department of Education. Listed at the end of each of the guide's units are supplementary activities from the "TRB" which can be used in conjunction with the unit. (RH)

ED 308 008 PS 018 084

Christopoulos, Christina; Dell, Susan B.

Dimensions of the Mother-Child Relationship as Predictors of Social Competence.

PUB DATE- Apr 89
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; *Elementary School Students; *Family Environment; Grade 2; *Interpersonal Competence; Mothers; *Parent Child Relationship; Predictor Variables; Primary Education

An attempt was made to identify aspects of the family environment that predict social competence in the school environment. A total of 69 second graders were administered a revised verion of Furman and Buhrmester's (1985) Network of Relationships Inventory. Social competence was assessed sociometrically and with seven behavioral nominations. Findings indicated that the most consistent predictors of social competence were companionship and instrumental aid. Amount of time spent with mother was negatively related to indices of social competence. For boys, companionship with mother was predictive of disruptiveness. In contrast, aid from mother was positively related to indices of social competence. For boys, the more helpful the mother the fewer nominations they received as starting fights, disruptive, and unhappy. For girls, mother's helpfulness was related to fewer nominations of shyness. If a child spends a great deal of time with mother, she or he may not acquire the social skills needed for interaction with peers. The positive relation of instrumental aid to social competence suggests that it may be more important for a child to feel that the mother is available when needed than to spend a great deal of time with her. (RH)

ED 308 022 RC 016 779

de Golia, Jack; And Others
Expedition: Yellowstone! A Cooperative School Outreach Project.
National Park Foundation, Washington, D.C.; National Park Service (Dept. of Interior), Washington, D.C.; World Wildlife Fund, Washington, DC.; Yellowstone Association for Natural Science, History & Education, Inc., Yellowstone National Park, WY.
REPORT NO.- ISBN-0-911797-34-3
PUB DATE- 87
NOTE- 276p.
AVAILABLE FROM- The Yellowstone Assoc., Inc., P.O. Box 117, Yellowstone Park, WY 82190 ($49.95, discounts for schools and libraries).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; *Class Activities; Educational Cooperation; Educational Games; *Environmental Education; Field Trips; *Geology; Intermediate Grades; Learning Activities; Local History; Outdoor Activities; *Outdoor Education; Science Activities; Teaching Guides; *Wildlife; Workbooks
IDENTIFIERS- National Parks; *Yellowstone National Park

Designed to help upper elementary school teachers prepare for a class expedition to Yellowstone National Park, this workbook presents environmental learning activities that are also useful in schools too distant for an actual visit. Either way, the workbook aims to develop student appreciation of Yellowstone, the life in it, and the park's value as a milestone in mankind's relationship with the land. Four theme chapters cover (1) the geologic history of the park; (2) the diversity of plant and animal life in Yellowstone; (3) the influences of Yellowstone's life and landscape on human affairs from prehistoric to contemporary times; and (4) Yellowstone as the birthplace of the national park idea. Theme chapters contain information, vocabulary, class activities, and discussion questions relating to one or more stories in a separate storybook, "Expedition Yellowstone: A Mountain Adventure" by Sandra Chisholm Robinson. Written specifically to be used with this workbook, the storybook is a fictional account of the natural and human history of Yellowstone as seen by a mountain man and his descendants. Class activities to be done before, during, and after the trip include scientific and mathematical investigations and demonstrations, art and writing projects, games and puzzles, story telling and drama, and social studies assignments. Other chapters contain information on park facilities and services for school groups, suggestions to teachers about using workbook materials, and evaluation activities and forms. (SV)

ED 308 062 RC 017 162

Howley, Craig B.
What Is the Effect of Small-Scale Schooling on Student Achievement?
ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston,
WV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.
REPORT NO.- EDO-RC-89-6
PUB DATE- May 89
NOTE- 3p.
CONTRACT- RI-88-062016
AVAILABLE FROM- ERIC Clearinghouse on Rural Education and Small
Schools, Appalachia Educational Laboratory, Inc., P.O. Box 1348,
Charleston, WV 25325 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC

Information Analysis Products (071) Reports - General (140)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education;
Performance Factors; Rural Schools; *School District Size; *School
Effectiveness; *School Size; *Small Schools; Socioeconomic Status
IDENTIFIERS- ERIC Digests; *Small School Districts

This digest reviews recent evidence of the positive effects of small-scale schooling on student achievement. Historically, larger school size has been viewed as an important educational reform producing cost-effectiveness and educational efficiency. Today, small-scale schooling is found primarily in rural areas and small towns. A 1964 study concluded that small high schools offer students greater opportunities to participate in extracurricular activities and exercise leadership roles. A literature study on the subject from 1924 to 1974 showed most investigators focusing on input variables and recommending increases in school size. However, studies that examined student achievement did not recommend increases in school size. More recently, researchers have turned their attention to outcome variables, such as student achievement, and process variables, such as school climate and instructional leadership. When these studies control for socioeconomic status (SES), they tend to confirm a positive effect of small-scale schooling on student achievement. A 1988 study reports that large school and district size negatively affects student achievement in low SES areas, but positively affects it in high SES areas. Unanswered questions, however, include the use of state data, self-report studies, and other methodological considerations. It is concluded that further research can clarify the ways in which small-scale organization enhances the learning of some students, particularly those from low-SES communities. This digest contains 10 references. (DHP)

ED 308 078 SE 050 670

Palmer, Virginia C., Ed.
Reboisement des Terres Arides. (Reforestation in Arid Lands. Manual M-5). Appropriate Technologies for Development Series.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- 79
NOTE- 239p.; For English edition see ED 242 563. Drawings may not reproduce well.
LANGUAGE- French
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Translations (170)
DESCRIPTORS- Botany; Classification; Community Involvement; Developing Nations; *Forestry; *Land Use; Long Range Planning; *Nurseries (Horticulture); Postsecondary Education; *Program Implementation; Site Selection; Trees
IDENTIFIERS- *Africa (West); Peace Corps; *Reforestation

This is the French translation for a manual which presents some current, state-of-the-art examples of forestry programs in West Africa. It is based on the collective experiences of foresters and of local farmers and herders. Since many of the problems of reforestation of dry areas are the same worldwide, the text (which focuses on the broad subject of project implementation) includes methods and planning guides useful in more than a West Africa context. Following an introduction, text material is presented in sections discussing: (1) long-range planning (present land uses, community involvement, selecting sites); (2) soil and water (erodability, shallowness, texture, compaction); (3) selecting appropriate species; (4) project planning (natural regeneration, direct seeding, cuttings, nursery planning, design considerations, seed preparation); (5) nursery management; (6) the planting site (preparation, lifting out, transporting, and planting, spacing, survival); and (7) uses and prevention of fires, windbreaks, and sand stabilization. Appendices include: a directory of 165 West Africa trees; an expanded look at 30 of these trees; maps and charts explaining climate, rainfall, soil, vegetation, and characteristics of sub-Saharan West Africa; guide to writing funding proposals for reforestation projects; and a list of information sources and bibliographic materials. The manual assumes basic familiarity with reforestation terms and methods. (CW)

ED 307 962 PS 017 694

All-Terrain Vehicle Safety. Hearing before the Subcommittee on Commerce, Consumer Protection, and Competitiveness of the Committee on Energy and Commerce. House of Representatives, One Hundredth Congress, Second Session on H.R. 3991.

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

PUB DATE- 16 Mar 88

NOTE- 402p.; Serial No. 100-135. Some pages contain small print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, Government Printing Office, Washington, DC 20402 (Stock No. 555-070-04821-9, $12.00).

LANGUAGE- English

EDRS Price - MF01/PC17 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Business Responsibility; *Consumer Protection; Economic Factors; Federal Government; *Federal Legislation; Government Role; *Motor Vehicles; *Recreation; Safety; State Government

IDENTIFIERS- *All Terrain Vehicles; Congress 100th; Hazardous Products

Witnesses testified on the merits of the All Terrain Vehicle (ATV) User Safety and Equity Act, a bill that would declare three-wheel ATVs to be banned as hazardous products under the Consumer Product Safety Act, and would direct the Consumer Product Safety Commission (CPSC) to promulgate consumer product safety rules for ATVs. This act prohibits the sale of three-wheel ATVs, provides for a refund option to current owners, and requires that certain safety standards be formulated. Testimony concerns: (1) ways in which the consent decree on ATVs is inadequate; (2) reasons for supporting and opposing the bill; (3) the trauma of families enduring the consequences of an ATV accident; (4) the economic impact of several ATV recall options; (5) defects in the design of ATVs; (6) state responses to the danger ATVs pose to their citizens; (7) injuries to persons in ATV accidents; (8) ATV manufacturers' arguments that the bill is unwise, unconstitutional, and unprecedented; (9) ATV distributors' reasons for entering into the consent decree; (10) manufacturers' and distributors' support of conditions of the consent decree; and (11) questions about the implementation of the provisions of the decree. Also provided are extensive related materials submitted for the record. (RH)

ED 307 993 PS 018 051

Before Five: Early Childhood Care and Education in New Zealand.
New Zealand Dept. of Education, Wellington.
PUB DATE- Dec 88
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrative Change; *Day Care; *Early Childhood Education; Educational Change; Educational Finance; Ethnic Groups; Federal Government; Foreign Countries; Government Role; Guidelines; *School Districts; *Staff Development
IDENTIFIERS- Maori (People); *New Zealand

This publication outlines the Government of New Zealand's new plans and policies for the administration of early childhood care and education. Specific features are discussed in detail in sections concerning: (1) early childhood care and education at the local level, specifically management structures and responsibilities, the use of Crown land, staff role, home-based care and education, and community education forums; (2) agencies at the center, including the Early Childhood Development Unit, various special education advisory services, the Ministry of Education, the Review and Audit Agency, and the Parent Advocacy Council; (3) funding, in terms of bulk grants, discretionary grants, loans, full funding of capital works, and Department of Social Welfare fees subsidy; (4) national guidelines, charters, and licenses; (5) issues of staffing, such as qualifications, accreditation, training, early childhood teachers and workers registration, awards, and salary scale negotiations; (6) Maori issues; and (7) the process of planning the details and the transfer of responsibilities. The changeover to the new system of education administration will occur on October 1, 1989. The new funding arrangements and charters will take effect on January 1, 1990. (RH)

ED 308 151 SP 031 227

Golliher, Catherine S.
Into Adolescence: A Time of Change. A Curriculum for Grades 5-8.
Contemporary Health Series.
REPORT NO.- ISBN-0-941816-65-6
PUB DATE- 89
NOTE- 113p.
AVAILABLE FROM- Network Publications/ETR Associates, P.O. Box 1830,
Santa Cruz, CA 95061-1830 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Birth; *Developmental Stages; *Emotional Development; Gynecology; *Human Body; Intermediate Grades; Interpersonal Attraction; Junior High Schools; Menstruation; Pregnancy; Secondary Education; *Sex Education; Social Attitudes

This book introduces middle school students to the basic facts of human reproduction and explains the physical, emotional, and social aspects of growing into adolescence. Designed with a structured sequence of six lessons and activities, this module includes teacher scripts, reproducible worksheets, and transparency masters. Lessons cover: (1) establishing ground rules for classroom discussion; (2) the three stages of adolescence; (3) the female reproductive system; (4) the male reproductive system; (5) fertilization and conception; and (6) social and emotional changes. (JD)

ED 308 166 SP 031 257

Heller, Daniel A.
Peer Supervision: A Way of Professionalizing Teaching. Fastback 286.
Phi Delta Kappa, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-286-0
PUB DATE- 89
NOTE- 43p.
AVAILABLE FROM- Phi Delta Kappa, P.O. Box 789, Bloomington, IN
47402-0789 ($0.90).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Collegiality; Elementary Secondary Education; *Helping
Relationship; *Peer Relationship; *Program Development; *Program
Effectiveness; *Supervisory Methods

This monograph describes peer supervision as a helping relationship rather than an evaluative one. The need for peer supervision is discussed, and how to start such a program is described. Some practical issues are considered. Suggestions are made on funding and institutionalizing a peer supervision program. Eight brief case histories of peer supervision in action illustrate the effectiveness of this program. (JD)

ED 307 813 FL 018 023

Gebhard, Jerry G.; Oprandy, Robert
Multiple Activities in Teacher Preparation: Opportunities for Change.

PUB DATE- 89
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Behavior Change; *Classroom Research; Higher Education; Journal Writing; Language Teachers; Learning Activities; Models; *Preservice Teacher Education; Research Opportunities; Second Language Instruction; *Student Teachers; Student Teaching; Teacher Improvement; *Teaching Methods

A model for foreign language teacher education is suggested. The model is based on the premise that multiple activities in a teaching curriculum provide opportunities for foreign language student teachers to explore and change their teaching behaviors. The following six activities are discussed: (1) practice teaching, (2) observing teaching, (3) doing investigative projects, (4) talking about teaching, (5) reading about teaching, and (6) keeping a journal. Practice teaching gives student teachers the opportunity to experiment with different strategies in various situations. Observing teaching opens up the possibility for new insight into what they can do as classroom teachers, including classroom-based research. Doing investigative projects allows student teachers to study more intensively different aspects of their teaching. Talking about teaching lets student teachers share and compare their observations, investigations, and experiences with other teachers. Reading about teaching offers student teachers the opportunity to consider how various teaching behaviors can be implemented into their classroom. Keeping a journal affords student teachers a vehicle for reacting to lessons and for sharing feelings about what they are doing in the practicum. Guidelines are suggested for each of the different activities. (DJD)

ED 307 866 IR 052 739

Resource Services for Nanaimo Schools. Curriculum Resource Centre and Library Services: Report of the Evaluation Team.

Nanaimo School District #68 (British Columbia).
PUB DATE- Apr 88

NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Interviews; *Learning Resources Centers; Library Personnel; *Library Services; *Needs Assessment; *Program Evaluation; Questionnaires; *School Libraries; School Surveys

An evaluation of the Curriculum Resource Centre (CRC)-Library Services for the Nanaimo (British Columbia) School District is presented in this report, which is based on surveys, interviews, observations, tours, discussions, readings, and meetings conducted by the team members during the course of the study. The evaluation team consisted of two teachers, two administrators, and two external reviewers. This final report presents the process framework, a historical review of CRC and Library Services, and 38 recommendations with supporting rationale. The recommendations address five areas of concern: (1) the integration of library services and the CRC; (2) the upgrading of the collection at the CRC with an up-to-date organized catalog; (3) the need for increased clerical support staff in library services and the CRC; (4) the development of a fully coordinated library program (K-12); and (5) the upgrading of school library collections, particularly in schools that have changed focus. The 13 appendixes provide supporting materials and data, including copies of two questionnaires used to gather data. (5 references) (EW)

ED 307 936 JC 890 296

Neff, Robert
Methods of Evaluating Students at the Community College.
Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- May 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Educational Testing; Grading; School Surveys; *Student Evaluation; *Teacher Attitudes; Test Construction; *Testing Problems; *Test Selection; Two Year Colleges
IDENTIFIERS- *Mercer County Community College NJ

Although most instructors are solely responsible for the evaluation and grading of students, they rarely receive formalized training in test construction or other forms of evaluation. Evaluating highly motivated students in very small classes is a rather uncomplicated procedure; however, evaluating large classes in which students have a range of abilities, as is commom at community colleges, presents a more complex situation. Traditionally, teacher-made tests have consisted of essay questions, multiple-choice questions, or true and false questions, each of which has its advantages and drawbacks. To help faculty plan the evaluation procedures used in their courses, a testing center was established at Mercer County Community College (MCCC) in 1977. The center not only administers some 69,000 examinations for various MCCC courses, but also provides the New Jersey College Basic Skills Placement Test, course equivalency testing, and credentialling examinations. A survey regarding the quality, variety and adaptability of student evaluation at the college, presented to selected MCCC faculty, revealed the following: (1) subjective, essay examinations were limited mostly to the humanities and social sciences; (2) faculty in the disciplines of English, history, psychology, and business did not believe that they tested students for specific skills; (3) on the average, instructors administered tests to students every fourth week; (4) reasons cited for lack of use of the testing center included the absence of proper equipment (e.g., pianos, typewriters, or easels), an increased potential for cheating, and the inability for students to ask questions during exams; and (5) students were generally well informed regarding what is expected of them in preparation for evaluation. (ALB)

ED 308 050 RC 017 116

Herring, Roger D.; Erchul, William P.

The Applicability of Olson's Circumplex Model to Native American Families.

PUB DATE- Aug 88

NOTE- 26p.; Paper presented at the Annual Convention of the American Psychological Association (Atlanta, GA, August 12-16, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *American Indians; Family Characteristics; Family Relationship; *Family Structure; Models; *Network Analysis; *Psychological Patterns; Psychological Studies

IDENTIFIERS- Circumplex Model of Marital and Family Systems; *Native Americans; *Structural Analysis (Sociology)

David H. Olson's circumplex model identifies 16 types of family systems based on the dimensions of cohesion, adaptability, and communication. This paper relates the circumplex model to Native American familial structures. The historical Native American family was a multigenerational extended family with no desire for change, a description apparently inconsistent with the model's requirements of nuclear and dynamic qualities in the balanced "normal" family. Nevertheless, historic Native Americans did live in a structurally open and balanced familial network that had provisions to adapt to crises. Family adaptations forced by non-Native coercive acts resulted in extreme family disruption and near dissolution. The resulting modern Native family types match circumplex model types to a degree: (1) the modern traditional Native family, similar to the model's rigidly enmeshed type, attempts to retain its cultural heritage through extreme family closeness and resistance to change; (2) the nontraditional Native family, similar to the rigidly disengaged type, is usually urban and bicultural, with little closeness between members; (3) the pantraditional family displays moderately high levels of cohesion and moderately low levels of adaptability in its attempt to return to historic family structures, and most closely resembles the model's structurally connected type. The model views the first two types as dysfunctional, and the latter as open and balanced. This report contains 41 references, and recommendations for therapists counseling Native American families. (SV)

ED 308 122 SO 019 991

[illegible], Amy
Understanding the United Nations. Module for Educators, Grades 7-12.
Minnesota Curriculum Services Center, White Bear Lake.; United Nations Association of Minnesota, Minneapolis.
SPONS AGENCY— Minnesota State Board of Vocational-Technical Education, St. Paul.; Minnesota State Dept. of Education, St. Paul.
PUB DATE— 88
NOTE— 59p.; Curriculum Development Project. For related documents, see SO 019 992-993.
LANGUAGE— English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE— Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS— Curriculum Design; Curriculum Enrichment; *Diplomatic History; Instructional Materials; *International Relations; Learning Modules; Models; Secondary Education; Social Studies; *World Affairs
IDENTIFIERS— *Model United Nations; *United Nations

The purpose of this module on the United Nations is to help students understand the major problems facing today's world and to realize the role the United Nations can play in resolving those problems. The module consists of 10 lessons that can be expanded or contracted, and utilized in a variety of secondary social studies courses ranging from U.S. History to World Area Studies. Each lesson has three components: (1) "Student Objectives"; (2) "Material and Equipment," which includes masters for student handouts; and (3) "Teaching Procedures." The 10 lessons are: (1) "The Interdependence of the United States and the World"; (2) "Questionnaire on World Concerns"; (3) "Dialogue/Ranking of World Problems"; (4) "The United Nations-Origin, Purposes and Principles"; (5) "The United Nations and Its Membership"; (6) "The United Nations System"; (7) "The United Nations' Efforts Around the World"; (8) "The United Nations-Misconceptions, Limitations and Successes"; (9) "'On Common Ground--A Tour of the United Nations' and How the United Nations Effects Our Everyday Life"; and (10) "Model United Nations." Appendix A consists of a list of nine resources for organizing model United Nations, and Appendix B describes the United Nations Association of the United States of America, which provides education services and related publications. (PPB)

ED 308 136 SO 020 138

Drum, Jan; Otero, George
Teachable Moments. Issues 1-20.
Las Palomas de Taos, NM.; Stanley Foundation, Muscatine, Iowa.
PUB DATE- 87
NOTE- 47p.; For related document, see SO 020 139.
AVAILABLE FROM- Publications Coordinator, The Stanley Foundation, 420 East Third Street, Muscatine IA 52761 (Issues 1-20, $10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Cultural Awareness; Elementary Secondary Education; *Global Approach; *Perspective Taking; Teaching Methods; World Affairs; World Problems
IDENTIFIERS- 60 Minutes (Title); *Global Awareness

"Teachable Moments" are teaching aids about global perspectives in education. Number 1 explores disparity between what people say and what they think and do. Number 2 requires students to compare objects/concepts to illustrate that some see only differences, others see only similarities, and some see both. Number 3 examines growing global interconnectedness and its impact on students' lives. Number 4 questions "What can one person do?" Number 5 addresses the problem of knowing the world. Number 6 describes how students can encounter diversity and multiple perspectives close to home. Number 7 explores student ideas about heroism. Number 8 uses 1986's top news stories to stimulate discussion. Number 9 addresses women's global issues. Number 10 deals with the meaning attached to the symbols and logos of organizations sponsoring international projects. Number 11 discusses the classroom use of the television show "60 Minutes." Number 12 teaches students to care more about their world. Number 13 helps teachers to get to know their students. Number 14 discusses the fact that knowledge does not always determine behavior. Number 15 uses the book "A Day in the Life of America" to acquaint students with their fellow citizens. Number 16 explores the state of the world and perspective consciousness. Number 17 addresses the myth that newspapers tell the whole story. Number 18 helps students see the world in depth, instead of superficially. Number 19 illustrates people's tendency to overlook the obvious. Number 20 allows students to design and manipulate calendars to explore multiple perspectives. (JHP)

ED 308 183 SP 031 294

van Tulder, Margriet; Veenman, Simon
Characteristics of Inservice Activities and Their Effects on Educational Change.

PUB DATE— Mar 89
NOTE— 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE— English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE— Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS— Case Studies; Delphi Technique; *Educational Change; Elementary Education; Foreign Countries; Higher Education; *Inservice Teacher Education; Program Design; *Program Effectiveness; *Program Evaluation; *Teacher Attitudes

This study examines two types of inservice activities in the Netherlands. With the first, school-focused inservice education, continuing education activities are focused on the interests, needs, and problems directly related to one's role and responsibilities in a specific school setting. This focuses on teachers' concerns and needs as well as on matters which demand the coordinated efforts of other teachers in a school setting. The second type, which is individually based, addresses individual teachers' concerns and needs. It can consist of experiences to improve general competence or it can facilitate personal development and/or enrichment. The study poses these three questions: (1) what characteristics must inservice activities, focused on the implementation of educational innovations, have in the opinion of experts in the field of inservice education? (2) To what extent do designers of the inservice education activities, conducted in 1986-87, take these characteristics into account? and (3) what are the relationships between these characteristics of inservice activities and their effects on the implementation of newly acquired knowledge, skills, and insights by teachers? The issues discussed and analyzed were based on the results of a modified Delphi technique, semi-structured interviews and questionnaires, and six in-depth case studies of participating schools. (JD)

ED 307 798 FL 017 968

Ramos, Teresita V.
SEASSI Language Program Final Report, 1988.
PUB DATE- 88
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audiotape Recordings; Burmese; Cambodian; Cebuano; *Course Evaluation; Higher Education; Hmong; Indonesian; *Inservice Teacher Education; Institutes (Training Programs); Instructional Material Evaluation; Javanese; Language Tests; Lao; *Program Descriptions; Questionnaires; Second Language Instruction; *Student Attitudes; Summer Programs; Tagalog; *Teacher Attitudes; Test Construction; Thai; *Uncommonly Taught Languages; Vietnamese
IDENTIFIERS- Ilocano; *Southeast Asian Studies Summer Institute; University of Hawaii

The Southeast Asian Studies Summer Institute (SEASSI) at the University of Hawaii is described, and recommendations are made for teacher training and test development for future programs. A total of 165 students participated in 3 different levels (beginning, intermediate, and advanced) of 11 different languages, including Burmese, Cebuano, Hmong, Indonesian, Ilokano, Javanese, Khmer, Lao, Tagalog, Thai, and Vietnamese. An intensive 3-day pre-session teacher training program is described, and the teachers' attitudes toward and recommendations for future training sessions are presented. Student evaluations of the courses are presented in the following categories: (1) language; (2) teachers; (3) tapes; (4) textbooks; and (5) supplementary materials. Results indicated that students would prefer more free speaking time in class and that the quality of teaching materials needs to be improved. The status of the SEASSI Proficiency Exam Development Project in Indonesian, Khmer, Tagalog, Thai, and Vietnamese is also discussed. Midterm and final student evaluations, teacher evaluations of the pre-session training program, evaluations of the textbooks used, and lists of faculty are appended. (DJD)

ED 307 853 IR 013 819

Information Technology Issues. Transition Series.
Comptroller General of the U.S., Washington, D.C.
REPORT NO.- GAO/OCG-89-6TR
PUB DATE- Nov 88
NOTE- 28p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; *Federal Government; *Information Management; *Information Technology; Long Range Planning; Policy Formation; *Public Policy; *Systems Development; *Technical Occupations
IDENTIFIERS- Federal Agencies; *Strategic Planning

Addressed to the new administration and the Congress, this summary report on Federal Government information management and technology issues begins by describing the environment in which information technology has been managed. Arguing that effective government depends directly on effective automation to support programs and initiatives, the report then identifies four areas that need improvement: (1) strategic planning that ties agencies' technology to their missions; (2) systems development projects that provide technical capability; (3) automated information system security that protects sensitive information; and (4) technical personnel who oversee complex automated systems. A list of related publications from the General Accounting Office is included. (EW)

ED 307 895 IR 052 784

Burford, Anna M.; Wilson, Harold O.

Artificial Intelligence in Business: Technocrat Jargon or Quantum Leap?

PUB DATE- 3 Dec 88
NOTE- 6p.; Paper presented at the Annual Meeting of the American Vocational Association (St. Louis, MO, December 2-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; Banking; Computer Simulation; *Expert Systems; *Information Storage; Learning Processes; Marketing; Medicine; Networks; Planning; *User Needs (Information)
IDENTIFIERS- Decision Support Systems; Natural Language

This paper addresses the characteristics and applications of artificial intelligence (AI) as a subsection of computer science, and briefly describes the most common types of AI programs: expert systems, natural language, and neural networks. Following a brief presentation of the historical background, the discussion turns to an explanation of how expert systems function; developers' as opposed to users' goals for expert systems; internal as opposed to external applications/utilization of AI; funding; and the market place for expert systems, including medicine, banking, planning assistance for professionals, and education. (3 references) (CGD)

ED 307 909   JC 890 268

Report on Fiscal and Compliance Accountability. Report 89-1.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jun 89
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accountability; Community Colleges; *Compliance (Legal); Federal Aid; *Financial Audits; *Financial Policy; Money Management; State School District Relationship; State Surveys; Two Year Colleges
IDENTIFIERS- *California

This report presents the results of various California community college financial audits and reviews for fiscal year (FY) 1987-88. Section I explains the scope, purpose, and procedures of annual financial audits, which are conducted to evaluate financial statements, encourage sound fiscal management practices, ensure proper use of public funds, and strengthen fiscal accountability at the district level. This section includes an analysis of the 495 citings contained in the FY 1987-88 audit. Section II reports on the design and implementation of a comprehensive system for monitoring and evaluating the financial condition of community college districts. Section III presents results of audits of district attendance accounting and reporting procedures, completed to ensure compliance with state reporting regulations for attendance and apprenticeships. Section IV focuses on audits of the district use of federal vocational education funds and compliance with relevant regulations. A concluding section comments on each type of fiscal or compliance review, and briefly discusses plans of the Chancellor's Office that may affect community college fiscal and compliance accountability in coming years. Appendixes contain "Community Colleges State Compliance Requirements, 1987-88 Fiscal Year Audits," "Annual Audit Report Reviews and Citing Resolution Procedures," and "Office of Management and Budget, Circular A-133: Audits of Institutions of Higher Education and Nonprofit Organizations." (JMC)

ED 308 037   RC 017 087

Wagaman, Gene D.
The Tale of Red Emmy: An Irish Witch in Appalachia.
PUB DATE- Mar 89
NOTE- 19p.; Paper presented at the Appalachian Studies Conference (Morgantown, WV, March 17-19, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Background; *Cultural Influences; Fables; Literary Criticism; *Motifs; Novels; *Tales
IDENTIFIERS- Appalachia; *Appalachian Literature; Irish Literature; Oral History (Smith)

The Appalachian "Tale of Red Emmy" presented in the novel "Oral History" by Lee Smith (1983), reveals both an Irish origin and an American transformation. Granny Younger, one of Smith's narrators, tells of a curse visited on four generations of the Cantrell family after Almarine Cantrell chanced upon the witch Red Emmy in the wilds of the Appalachian Mountains, lay with her, and rejected her because she was a witch. Irish or Celtic motifs found in the tale include the journey to an Otherworld; a bird as guide on the journey; fairy-like characteristics of Red Emmy; a body of water with a girl bathing; a color scheme of red, white, and black in the witch's (fairy's) description; Red Emmy's disappearance when Almarine looks away; Almarine's bewitched lovesickness; the witch overpowered by the sign of the cross; the curse of a scorned witch (fairy); connections between the witch and lower animals; and Almarine's resemblance to the Irish folk hero Finn Machumail. American influences are seen in the tale's setting, Granny's statement that this a "true" story, and Red Emmy's intimacy with the Devil. Although written by a modern Appalachian novelist trying to capture the essence of Appalachian people 80 years ago, this tale blends ancient Irish traditions with distinctly American traits. Of Scotch-Irish ancestry, Lee Smith herself was unaware of the Irishness of this tale. This paper includes Smith's responses to a questionnaire on her cultural background and education. (SV)

ED 308 107   SO 019 944

Scott, John A., Ed.; Seidman, Laurence I., Ed.
Folksong in the Classroom. Volume VIII, Numbers 1-2, 1987-88.
PUB DATE- 88
NOTE- 79p.; May not reproduce well due to small, faint type. For
  related documents, see ED 273 504-508.
AVAILABLE FROM- Folksong in the Classroom, 140 Hill Park Avenue,
  Great Neck, NY 11021 ($4.00 per volume).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030) Collected
  Works - Serials (022)
DESCRIPTORS- Class Activities; *Colonial History (United States);
  Elementary Secondary Education; *Folk Culture; Instructional
  Materials; Music Education; Resource Materials; Singing; *Songs;
  *Vocal Music
IDENTIFIERS- *Folk Music

This document contains two issues of a journal for elementary and secondary teachers which provide materials and teaching ideas for integrating folk music appreciation into social studies, literature, and humanities courses. Issue 1 covers the Federalist Period (1789-1801), and issue 2 the Jefferson and Madison years (1801-1816). Each song is set in its historical and social contexts through the use of brief histories throughout the journal. Music and lyrics are provided, and follow-up classroom activities are presented. Issue 1 contains 13 songs and 13 suggested activities; Issue 2 contains 14 songs and 19 activities. ([illegible])

ED 307 827 HE 022 185

A Self-Instructional Course in Student Financial Aid Administration. Module 5: Title IV Institutional and Program Eligibility. Second Edition.

Office of Student Financial Assistance (ED), Washington, DC.; Washington Consulting Group, Inc., Washington, DC.
PUB DATE- 20 Aug 88
NOTE- 56p.; For related documents, see HE 022 181-198.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Responsibility; Administrator Role; Certification; Educational Finance; *Eligibility; *Federal Aid; Federal Programs; Financial Support; Higher Education; *Program Administration; Programed Instructional Materials; *Student Financial Aid; *Student Financial Aid Officers
IDENTIFIERS- Department of Education; *Higher Education Act Title IV; Paying For College

The fifth module in a 17-module self-instructional course on student financial aid administration teaches novice student financial aid administrators and other personnel about Title IV institutional and program eligibility. This introduction to management of federal financial aid programs authorized by the Higher Education Act Title IV, discusses how to recognize eligibility requirements that define eligible institutions and educational programs, recognize standard technical terms and definitions, and recognize situations requiring re-evaluation by the Department of Education for continued institutional eligibility and certification. It provides a pre-test, post-test, glossary, and acronyms. Module 5 contains two sections that cover the following: (1) institutional eligibility and certification (overview, criteria for institutional eligibility, standards for institutional certification, and requirements for continued participation in Title IV programs); and (2) procedures for establishing institutional eligibility and certification to participate in Title IV programs (new participants, change of ownership and control, additional branches and educational programs, additional Title IV programs, other substantive changes, fine, limitation, suspension, and termination, and re-establishment of participation after termination). An appendix offers sample forms. Contains two references. (SM)

ED 307 840   HE 022 198

A Self-Instructional Course in Student Financial Aid Administration. Support Booklet for a Self-Instructional Course in Student Financial Aid Administration. Second Edition.

Office of Student Financial Assistance (ED), Washington, DC.; Washington Consulting Group, Inc., Washington, DC.

PUB DATE- 20 Aug 88
NOTE- 60p.; For related documents, see HE 022 181-197.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Administrator Responsibility; Administrator Role; Computation; Educational Finance; Eligibility; *Federal Aid; Federal Government; Federal Programs; Higher Education; *Program Administration; Programed Instructional Materials; Reference Materials; *Student Financial Aid; *Student Financial Aid Officers
IDENTIFIERS- Department of Education; Higher Education Act Title IV

This component of the Department of Education's (ED) 17-module self-instructional course in student financial aid administration (designed to teach novice financial aid administrators and other institutional personnel about the management of federal financial aid programs authorized by Title IV of the Higher Education Act) is a support booklet providing reference materials for the course and guidelines for study beyond the course. It contains compiled versions of the acronyms, glossaries, references, bibliography and index sections of the 17 course modules. Guidelines for further study include continued self-instruction, formal training sessions and individualized technical assistance (sponsored by the ED Office of Student Financial Assistance), professional association membership (such as the National Association of Student Financial Aid Administrators and National Association of College and University Business Officers), and informal networking among aid administrators. (SM)

ED 307 923 JC 890 282

Meznek, James; Grosz, Karen Sue

Lists of Disciplines To Replace Community College Credentials.

California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jul 89
NOTE- 30p.; Discussed as agenda item number 7 at a meeting of the Board of Governors of the California Community Colleges (Millbrae, CA, July 13-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bachelors Degrees; *College Faculty; *Community Colleges; Credentials; *Degrees (Academic); Faculty Recruitment; *Intellectual Disciplines; Masters Degrees; Statewide Planning; *Teacher Qualifications; Two Year Colleges
IDENTIFIERS- *California

In response to a legislative mandate, this report presents a set of statewide minimum qualifications to be used by California community college districts as the basis for hiring faculty. Introductory material explains that the new minimum qualifications, which replace the previously required credentials, are discipline based. In one set of disciplines, the minimum requirement is either a master's degree in the appropriate discipline, a bachelor's degree in the appropriate discipline with a master's degree in a related discipline, or the equivalent. In a second set of disciplines, the master's degree is not generally expected or available. For these predominantly vocational disciplines, faculty are required to have either a bachelor's degree in the appropriate discipline and two years of working experience, an associate degree and six years of experience, or the equivalent. The lists of disciplines are intended to be flexible and responsive to the changing curriculum and administrative needs of each district. It is assumed that local boards, administrators, and academic senates will develop their own hiring procedures and standards within the context of these minimum qualifications. The lists of disciplines are attached as adopted by the Academic Senate of the California Community Colleges. For the disciplines in which a master's degree is required, degree expectations are specified and "related" disciplines are defined. (ALB)

ED 307 949 JC 890 309

Head, Ronald B.
Piedmont Virginia Community College Student Assessment Report. Research Report No. 4-89.
Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
PUB DATE- Jun 89
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Transfer Students; Community Colleges; Employer Attitudes; General Education; Graduate Surveys; *Institutional Evaluation; *Outcomes of Education; Remedial Instruction; *Self Evaluation (Groups); *Student Characteristics; Student Evaluation; Two Year Colleges

Between June 1987 and June 1989, Piedmont Virginia Community College (PVCC) undertook several activities to assess student outcomes in accordance with the college's 1987 plan for student assessment. Specific measures included determining entering student characteristics, college transfer education outcomes, occupational/technical education outcomes, general education outcomes, and developmental education outcomes. Findings of the two-year effort include the following: (1) 18.7% of the fall semester 1988 headcount were first-time students, while 15.8% were transfer students; (2) first-time students, were typically younger and more likely to study full-time than transfer students; (3) PVCC transfer students perform about as well academically as students who started as freshmen at the senior insitutions, earning a grade point average on the whole of 2.8; (4) 73.3% of the students who transferred to a senior institution after completing a two-year program rated the level of their academic preparation as either excellent or good; (5) between 70% and 85% of all graduates in occupational/technical programs found full-time employment in jobs related to their fields of study; (6) 5.5% of the employers of graduates from the 1984-85 and 1985-86 classes rated the occupational/ technical education at PVCC as excellent, while 71.2% rated it as good; (7) most PVCC faculty believed that general education objectives were clearly stated and appropriate to course goals and objectives; and (8) on the average, students enrolled in developmental writing courses made significant progress, while those enrolled in developmental math courses nearly doubled their scores on assessment tests. A timetable for the continued implementation of the PVCC assessment plan is included in the report. (JMC)

ED 307 978 PS 018 025

Christner, Catherine A.
Schoolwide Projects: The Almost Revolution (?) Six Years Later.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- ORE-Pub-86.38
PUB DATE- Apr 87
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Class Size; Comparative Analysis; Costs; Elementary Education; *Elementary School Students; *Hispanic Americans; Limited English Speaking; Politics of Education; *Student Improvement; *Underachievement
IDENTIFIERS- *Chapter 1 Schoolwide Projects; Education Consolidation Improvement Act Chapter 1; Texas (Austin)

In an effort to determine if achievement gains of low-achieving Chapter 1 students could be bettered, the Austin Independent School District implemented Chapter 1 Schoolwide Projects (SWP) in two schools to reduce class size to 15 pupils per teacher. SWP teachers functioned as regular classroom teachers with students of mixed achievement. Chapter 1 students received supplementary reading instruction from Chapter 1 teachers. Because 90-95% percent of SWP students were Hispanic, analyses were restricted to include Hispanic students only. Analyses used were a regression approach to analysis of covariance, with the pretest score as covariate. A series of regression models was constructed with the posttest as the dependent variable. A systematic series of model comparisons resulted in discovery of the model which combined the best prediction of posttest scores with the fewest predictor vectors. The same comparisons have been made since 1980-81, the first year of the implementation of SWP in the district. Findings revealed few differences between SWP and regular Chapter 1, indicating that SWPs may be producing some reading achievement gains, but generally not significantly more than the less expensive Chapter 1 Program. Results are discussed in terms of achievement results, costs, findings from the literature, and political considerations. (RH)

ED 308 009 PS 018 087

Altman, Jennifer Schroer
Selected Theories of Child Development and the Effect of the Caregiver on Very Young Children.
PUB DATE- 88
NOTE- 22p.; Based on the Theory Section of the author's dissertation, Florida State University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adjustment (to Environment); *Child Caregivers; *Child Development; Individual Development; Mothers; Parent Influence; *Teacher Influence; Young Children
IDENTIFIERS- Developmental Theory; Theoretical Analysis

Theories and quantitative studies were reviewed to address the issue of what promotes adaptive behavior development in very young children. Attention is given to the interactionist theories of Robert R. Sears, Eric H. Erikson, David Elkind, and Burton White. Commonalities among theorists are delineated in terms of stages, child rearing practices, common ideas, mothering characteristics that enhance development, and child rearing practices that enhance development. Even though the four theorists view child development from different perspectives, they agree about many aspects. The theorists agree on these points: (1) the early years are crucial years for emotional and intellectual development; (2) the most significant person in the life of the child is the mother, or primary caregiver; and (3) the environment plays a significant role in the growth and development of the child. All the theorists emphasize the need to match the environment with the maturing child by designing experiences which are relevant to the child's understanding. (RH)

ED 308 023 RC 016 824

Attracting, Retaining, and Developing Quality Teachers in Small Schools. Small Schools Network Information Exchange No. 5.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 151p.; Contains some broken type. Best copy available.
CONTRACT- 400-86-0005
AVAILABLE FROM- The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main Street, Andover, MA 01810 ($11.50).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Beginning Teachers; Merit Pay; Teacher Employment; *Teacher Morale; Teacher Orientation; *Teacher Qualifications; *Teacher Recruitment; *Teacher Selection; Teacher Supply and Demand; *Teaching (Occupation); Teaching Conditions
IDENTIFIERS- North Carolina; Tennessee; Tennessee Career Ladder Program

This collection of articles gathers reprinted materials on teacher attraction and retention for small and rural school districts. The material is organized in two sections: (1) Attracting and Retaining Quality Teachers and (2) Challenging and Enriching Current Staff.

Reprints from a number of publications present strategies for addressing the teacher shortage, suggestions for in-service training, and recommendations for successful recruitment and retention of teachers, including minorities. Articles in section 1 examine the use of incentives, career and work rewards, merit pay, partnerships with local universities, and other motivating devices to help teachers' self-image and recognize the professional job teachers do. Support programs for teachers in their first years of teaching keep instructional quality high and faculty turnover low. Articles included in the second section examine the place of teacher involvement in school improvement efforts, principals' influence on staff development, peer coaching, Tennessee's Career Ladder Program, and a North Carolina program providing university retreats for teachers. A list of 17 additional references is included. (DHP)

ED 308 079 SE 050 674

Lee, Ronald T., Ed.
Creative Learning Experiences in Math. Resource Guide 8.
New York State Education Dept., Albany.
SPONS. AGENCY- New York State Council on the Arts, New York.
PUB DATE- 89
NOTE- 42p.; One of eight guides in the Arts and Learning Series. Originally developed through the Arts in Education Program of the Plainedge Public Schools, Bethpage, NY. Also sponsored by the New York Foundation for the Arts.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Architecture; Arithmetic; Art Education; Computation; Creative Writing; Elementary Education; *Elementary School Mathematics; Geometric Concepts; Graphs; *Learning Activities; *Mathematical Applications; Poetry; Probability; Ratios (Mathematics); Statistics; *Teacher Developed Materials; Teaching Guides; *Visual Arts

This guide emphasizes the areas of elementary level mathematics, architecture, and visual arts and gives secondary emphasis to language arts/English and creative writing. The major goals are to develop an understanding of how the arts can enhance mathematical concepts, to describe mathematical qualities through the application of the arts, and to develop a sensitivity to the everyday uses of artistic forms in converting mathematical concepts into aesthetically pleasing concrete forms. The lesson plans contained in this document are grouped into the areas of: (1) "Measurement, Form, Shape, Building Models"; (2) "Math in Art and Poetry"; (3) "Computation"; (4) "Patterns and Shapes"; (5) "Descriptive Data"; and (6) "Graphing." Each lesson plan includes objectives, materials used, learning activities, and questions to ask in advance. One table summarizes the material in the eight guides. (DC)

ED 308 094 SO 019 914

Stephens, Ronald D., Ed.
Safe Schools & Quality Schooling: The Public Responds.
National School Safety Center, Malibu, CA.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of
  Juvenile Justice and Delinquency Prevention.
PUB DATE- 88
NOTE- 16p.; For related documents, see SO 019 915 and SO 019 918.
GRANT- 85-MU-CX-0003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement; Attendance; Crime; Discipline; Drug Abuse;
  Drug Education; Educational Environment; Elementary Secondary
  Education; *Guidance Programs; *Organizational Communication;
  *Public Relations; *Student Behavior; *Violence; *Youth Programs
IDENTIFIERS- Gangs; *National School Safety Center

The mandate of the National School Safety Center (NSSC) is to focus national attention on cooperative solutions to problems that disrupt the educational process. Special emphasis is placed on efforts to rid schools of crime, violence, and drugs, and on programs to improve student discipline, attendance, achievement and school climate. NSSC provides technical assistance, offers legal and legislative aid, and produces publications and films. Some of these programs include the production of the award winning docudrama, "What's Wrong With This Picture?" sponsoring the annual "America's Safe Schools Week"; and the organization of the 1987 national "Schoolyard Bully Practicum." These and several other programs are highlighted in the document. (PPB)

ED 308 152 SP 031 228

Laing, Susan J.; Bruess, Clint E.
Entering Adulthood: Connecting Health, Communication and Self-Esteem. A Curriculum for Grades 9-12. Contemporary Health Series.
REPORT NO.- ISBN-0-941816-59-1
PUB DATE- 89
NOTE- 59p.
AVAILABLE FROM- Network Publications/ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *Communication Skills; Conflict Resolution; Decision Making; Health Education; High Schools; *High School Students; *Interpersonal Competence; Locus of Control; *Self Esteem; Student Behavior
IDENTIFIERS- *Positive Attitudes

This book provides six lessons that help high school teachers increase students' knowledge about self-esteem, develop students' positive attitudes about themselves, and build skills to enhance everyday communication and decision making. This module is designed to show students the links between their self-concepts, self-expressions, and choices involving health behaviors. The book:

(1) focuses on self-esteem as the key component of clear communication and healthy behavior; (2) reveals the many factors influencing healthy behavior; (3) presents realistic ways to improve self-image; (4) provides a step-by-step evaluation of the decision-making process; (5) discusses levels and types of communication; and (6) offers guidelines for resolving interpersonal conflict. (JD)

ED 308 167   SP 031 259

Gilliam, Jeffrey
Teacher Compensation: A Comparison of Public and Private School Teachers, 1985-86. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.— CS-89-258
PUB DATE— Mar 89
NOTE— 7p.; Data Series: SP-PSP-85/86-4.2.
LANGUAGE— English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE— Numerical/Quantitative Data (110)
DESCRIPTORS— Comparative Analysis; Elementary Secondary Education; Parochial Schools; *Private Schools; *Public Schools; Statistical Analysis; *Teacher Salaries

The 1985-86 National Survey of Private Schools collected comprehensive data on teacher salary, other income, and "in-kind income" from a national sample of private school teachers. The 1985-86 Public School Survey collected similar data from a national sample of public school teachers. The results of these two surveys provided the best opportunity in many years to compare teacher compensation in the public and the private school sectors. This report presents the results of such a comparison. Public school teachers had significantly higher average salaries than private school teachers. Three data tables are appended. (JD)

ED 307 882 IR 052 770

Arnold, Judith; Zyzik, Ursula

Using PRO-SEARCH To Enhance an Online Searching Service: One Library's Experience.

PUB DATE- May 88
NOTE- 8p.; Paper presented at the Association of College and Research Libraries (ACRL) Session of the Annual Meeting of the Illinois Library Association (May 11-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Libraries; *Cost Effectiveness; *Gateway Systems; Higher Education; *Menu Driven Software; *Online Searching; Reference Services; Search Strategies
IDENTIFIERS- *PRO SEARCH; *Software Evaluation

This presentation describes the features of the PRO-SEARCH front-end software package and how they can enhance online searching. The cost savings in terms of decreased connect time and convenience for the inexperienced searcher are discussed. The relationship between the quality of reference services and the effectiveness of using PRO-SEARCH in a small liberal arts college library is examined through the examples of the downloading feature and the accounting manager function of the software. Some limitations of the software are also mentioned. (Author/EW)

ED 307 963   PS 017 718

Vartuli, Sue; Blair, Evelyn
A Comprehensive Introductory Level Training Program for Family Day Care Providers.
Missouri Univ., Kansas City. School of Education.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- Oct 88
NOTE- 265p.
GRANT- DHHS-90-CW-0779
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Child Caregivers; *Competency Based Teacher Education; Early Childhood Education; *Family Day Care; *Group Instruction; *Home Visits; *Learning Activities; Library Materials; Postsecondary Education; *Programing (Broadcast); Radio; Teaching Methods; Training
IDENTIFIERS- CDA Portfolio; Toy Lending Libraries

This manual for training coordinators and caregiver instructors provides a course of comprehensive introductory level training for family day care providers. The first section gives an overview of the project, in terms of background, program goals, educational theoretical considerations, role and responsibilities of training coordinator and monitoring committees, recruitment, recognition of participation, and program evaluation. The second section describes the program structure and specific training components, including group meetings, home visits, radio broadcasts, and a resource and toy lending library. The third section includes the objectives, instructional strategies, and content outline of the educational program for group meetings and home visits one through nine. Also included are lists of references, resources, and suggested activities for the Child Development Associate portfolio. Seven appendixes comprising more than a third of the document provide recruiting forms, letters, and information items; an incentive equipment list to motivate participation by caregivers; provider resource and toy lending library citations; radio broadcast topics and sample script; formative and summative evaluation forms; certificate of program participation; and an annotated bibliography of resources for training family day care providers. (RH)

ED 307 994 PS 018 053

Roberts, Patricia Morgan, Comp.
Growing Together...Early Childhood Education in Pennsylvania.
Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 89
NOTE- 177p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Background; Classroom Environment; Community Resources; *Early Childhood Education; Educational Practices; Elementary School Curriculum; Family Environment; *Family School Relationship; *Individual Development; Planning; *Program Administration; *Program Content; Teacher Characteristics; *Teaching Methods
IDENTIFIERS- Pennsylvania; *Program Characteristics

Intended for use with children between the developmental ages of 3 and 6 years, this guide for early childhood education was developed by a team of teachers and administrators in cooperation with the Pennsylvania Department of Education. After a chapter providing background information about early childhood education, discussions focus on the environment, the child, the teacher, and the program. The environment is discussed in terms of the home and classroom, the home-school relationship, and community resources. The child is discussed in terms of physical, emotional, social, and intellectual development characteristic of 3- to 6-year-olds. Teachers are discused in terms of self-awareness, teaching techniques, organization, resources, and career development. The program is discussed in terms of planning and organization, methodology, content, objectives, and curriculum. Related materials, such as sample activities calendar, newsletter, and half-day and full-day schedules, are appended. Educational settings in which this guide may be used include day care, preschool, prekindergarten, kindergarten, and transitional first grade settings. (RH)

ED 307 814 FL 018 024

Mestre, Jose P.; Royer, James M.
Cultural and Linguistic Influences on Latino Testing.
Massachusetts Univ., Amherst. Scientific Reasoning Research Inst.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- SRRI-205
PUB DATE- Dec 88
NOTE- 61p.
GRANT- NSF-BN5-8511069
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education Programs; *Cognitive Ability; *Cultural Influences; English (Second Language); Futures (of Society); *Hispanic Americans; *Language Proficiency; *Language Role; Language Tests; Listening Comprehension; Measurement Techniques; Reading Comprehension; Second Language Instruction; Spanish; Spanish Speaking
IDENTIFIERS- Holyoke Public Schools MA; Sentence Verification

An overview of contemporary assessment practices often used with Latino students is provided, and it is maintained that these practices often overlook the influence of culture and linguistic proficiency on cognitive performance. A new approach, the Sentence Verification Technique (STV), is proposed as an alternative method to assess the linguistic proficiency of language minority populations. The STV, developed as a technique for measuring reading and listening comprehension, requires the student to develop one of four types of test sentences from each sentence appearing in a test passage. The four sentence types include: copying an original sentence, paraphrasing a sentence, changing the meaning of a sentence, and constructing a distractor sentence that is similar in vocabulary and syntactic structure to the sentences in the passage but unrelated in meaning. The effective application of the STV in a transitional bilingual education program in Holyoke, Massachusetts, is described, and the future needs and directions of linguistic proficiency assessment of Latino students are discussed. (DJD)

ED 307 854 IR 013 820

Misanchuk, Earl R.
Learner Preferences for Typeface (Font) and Leading in Print Materials.

PUB DATE- Feb 89
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Design Preferences; Higher Education; *Instructional Materials; Layout (Publications); Material Development; *Readability; *Student Attitudes; *Visual Stimuli
IDENTIFIERS- *Printed Materials; *Typeface

This study examined learner preference for different typefaces and vertical spacing or leading in print materials used in independent study university extension courses. For several years, these materials were produced using 12-point Times font on the default leading provided by Microsoft Word 3.0 (approximately 12-point line). A questionnaire provided students with five font choices with three different levels of leading. Thurstone scales were constructed to determine the relative popularity of the fonts and leading, and the results showed that students preferred Bookman font on a 13-point line by a wide margin over all other combinations. The currently used Times font at default leading was found to be low on the preference scale. Although the results of this study should not be over-interpreted, it is suggested that print-based materials are preferred by learners when they are produced on a 13 point line of 26 picas length (approximately 4.25 inches), with an extra 6-point leading after paragraphs. It is recommended that all new courses and revisions of existing courses be produced in this manner. (EW)

ED 307 867 IR 052 752

A Feasibility Study on Data Distribution on Optical Media.
Campbell (Bonnie) & Associates, Toronto (Ontario).
SPONS. AGENCY- National Library of Canada, Ottawa (Ontario).
REPORT NO.- ITA-WP-14
PUB DATE- 30 Nov 87
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bibliographic Databases; Computer Networks; Feasibility Studies; Foreign Countries; *Library Automation; Library Surveys; *Machine Readable Cataloging; *Marketing; *Optical Data Disks;

Pilot Projects; *Standards
IDENTIFIERS- MARC; *National Library of Canada

This feasibility study assesses the potential of optical technology in the development of accessible bibliographic and location data networks both in Canada and within the international MARC (Machine-Readable Cataloging) network. The study is divided into four parts: (1) a market survey of cataloging and interlibrary loan librarians to determine what the installed base of CD-ROM cataloging systems was in Canada, how the systems were being used, and library preferences for a potential NLC (National Library of Canada) product on CD-ROM; (2) an examination of production and distribution options which showed that every organization that distributes data to the library market in Canada has a CD-ROM product; (3) consideration of the standards that are beginning to emerge in the CD-ROM industry, particularly the standard for a logical file format; and (4) an outline of the phases necessary for a pilot project. (7 charts) (EW)

ED 307 896 IR 052 785

Triebwasser, Marc A.
The Electronic Library: The Student/Scholar Workstation, CD-ROM and Hypertext.

PUB DATE- 88
NOTE- 30p.; Paper presented at the Annual Meeting of the American Political Science Association (Washington, DC, August 31-September 4, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Character Recognition; Computer Networks; Copyrights; *Databases; *Electronic Publishing; *Information Retrieval; *Information Storage; Microcomputers; *Optical Data Disks; Optical Scanners; Relevance (Information Retrieval); Standards; Telecommunications
IDENTIFIERS- Hypermedia; Hypertext; Workstations

Predicting that a large component of the library of the not so distant future will be an electronic network of file servers where information is stored for access by personal computer workstations in remote locations as well as the library, this paper discusses innovative computer technologies--particularly CD-ROM (Compact Disk-Read Only Memory) and Hypertext--and their roles in the electronic library. The major topics presented include: (1) the development of powerful microprocessors and the capacity of this technology to provide analogue representation; (2) the new trend of information in databases; (3) hypertext (the ability to link information in one portion of text with other information in another place in that same document or in another document) and hypermedia (the linkage between a piece of text and information presented in nontextual forms); (4) the functional importance of the asymmetric technology of CD-ROMs; (5) storage needs of different types of information; (6) how machine readable text is stored on CD-ROM; (7) optical character recognition technologies (OCR); (8) advantages and disadvantages of electronic imaging; (9) technological impediments (OCR technology, high resolution monitors, fast networks); and (10) institutional impediments (copyright and economic considerations, lack of standards for CD-ROMs). Concluding remarks discuss the possibility of commercial markets for information on CD-ROM; the cost effectiveness of making academic journals available on CD-ROM; and projections for future use of this technology. (CGD)

ED 308 063 SE 049 463

Lee, Valerie E.
Identifying Potential Scientists and Engineers: An Analysis of the

High School-College Transition. Report 2: Multivariate Analysis of the High School Class of 1982.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Sep 87
NOTE- 61p.; For related document, see ED 294 762. This document contains small type which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Science; *Course Selection (Students); *Engineering Education; Females; Higher Education; *Majors (Students); Minority Groups; *Persistence; Research; Science Education; Secondary Education; *Secondary School Science; Sex Differences

About a quarter of all students who either intend to or actually attend college indicate their intention to pursue a major in science. From this group, there is a slow attrition from the science pipeline as students move along in their educational lives. The aim of the analyses for this project is to characterize the science-oriented behavior of students as they move through high school into college. The study concentrates on three educational time points: sophomore year of high school; senior year of high school; and two years after high school graduation. In particular, this report focuses on specific questions on each of the following six issues: (1) persistence in science; (2) predictors of choice of science major; (3) migrants into science; (4) stifled in science; (5) quantitative vs. non-quantitative science fields; and (6) SAT scores and science. An appendix is included entitled "Definition of High School and Background Variables Used in Regression Analysis." Figures include path diagrams for predicting science major choices in high school and college, and quantitative or non-quantitative field for college science majors. (CW)

ED 308 108 SO 019 946

Talbot, Elizabeth
Russia/Soviet Union: A Guide to Print Materials for Teachers. Supplement.
Illinois Univ., Urbana. Russian and East European Center.
PUB DATE- Feb 89
NOTE- 11p.; Updates ED 267 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Area Studies; *Cultural Awareness; *Foreign Culture; Instructional Materials; Intermediate Grades; Literature Reviews; *Reading Materials; Reference Materials; Secondary Education; *Social Studies; Study Guides; Teaching Guides
IDENTIFIERS- *Russia; *USSR

This supplement updates the 1985 "Russia/Soviet Union: A Guide to Print Materials for Teachers," a guide to literature for middle and high school teachers. Each entry includes author, title, pages, a physical description, identifying numbers, imprint, price, and a brief evaluative summary. Section 1, "Reference Books," contains six items of a general reference nature. Section 2, "Photographic Images," has eight books of collected photographs on various aspects of Soviet/Russian life, culture, and history. Section 3, "Background reading for teachers and student projects," includes 22 items on topics ranging from a comparison of slavery in the United States with Russian serfdom to a collection of Soviet political posters from 1917 through 1980. Section 4, "Books written for classroom use," contains 19 items, several of which are written for the middle school grades, on a variety of topics, including Mikhail Gorbachev, the tsars, and Sakharov. Section 5, "Units for classroom," includes five units, each with a brief evaluation of the unit's contents and its strengths or weaknesses. Section 6, "Additional information," lists seven special interest groups concerned with the Soviet Union, two film/video distributors and rental libraries, and three travel groups specializing in travel in the Soviet Union. (PPB)

ED 308 123 SO 019 992

Sorensen, Mary Eileen

Parallel Histories: United States and Vietnam. Module for Educators, Grades 7-12.

Minnesota Curriculum Services Center, White Bear Lake.; United Nations Association of Minnesota, Minneapolis.

SPONS. AGENCY- Minnesota State Board of Vocational-Technical Education, St. Paul.; Minnesota State Dept. of Education, St. Paul.

PUB DATE- 88

NOTE- 56p.; Curriculum Development Project. Illustrations may not duplicate clearly. For related documents, see SO 019 991-993.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060)

DESCRIPTORS- Curriculum Design; *Curriculum Enrichment; Diplomatic History; Foreign Countries; Instructional Materials; *International Relations; Learning Modules; *Refugees; Secondary Education; Social Studies; United States History; *World Affairs

IDENTIFIERS- *Vietnam; *Vietnam War

This teaching module covers the Vietnam War, and consists of four lessons which can be used independently in interdisciplinary presentations or as a unit. The lessons are supported by documents that include accounts of refugees, parallel histories of the United States and Vietnam, a map, and newspaper clippings. Lesson 1 (supported by 10 documents) covers the "Consequences of War--the Refugees" and attempts to give students a sense of the plight and pain of war refugees. Lesson 2 (4 documents), entitled "Parallel Histories of the United States and Vietnam," explains the historical background of the conflict. Lesson 3 (3 documents), "Today: Vietnam and the United States," discusses Vietnam, its land and people, and both those in the United States who fought in the war and those who protested against it. Lesson 4 (3 documents), "Refugees 1988," is aimed at the growing problem of Southeast Asian refugees. (PPB)

ED 308 168 SP 031 260

AUTHOR Kirk, Ronald
TITLE An Analysis of the Comparability of Teacher Salaries to the Earnings of Other College Graduates in the Southeast: 1988 Update. Research Report 88-008.
INSTITUTION Southeastern Educational Improvement Lab., Research Triangle Park, NC.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE Mar 89
NOTE 33p.
CONTRACT 400-86-0007
LANGUAGE English
EDRS PRICE MF01/PC02 Plus Postage.
PUB TYPE Numerical/Quantitative Data (110) -- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS *College Graduates; Comparative Analysis; Elementary Secondary Education; *Salary Wage Differentials; *Statistical Analysis; *Teacher Salaries
IDENTIFIERS Alabama; Florida; Georgia; Mississippi; North Carolina; South Carolina

Despite recent increases in teacher salaries, the earnings of teachers as compared to those of other college graduates in the Southeast have changed little in the last five years. This report compares the average annual earnings of teachers to the average annual earnings of college graduates in full-time, salaried nonteaching positions in the six states (Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina) served by the Southeastern Educational Improvement Laboratory. This report is the fifth in a series of annual analyses of wage comparability. (JD)

ED 308 184   SP 031 295

[illegible], Eugene J.
A Comparison of Classroom Decision-Making Strategies by Three Groups of Preservice Teachers.
PUB DATE: Mar 89
NOTE: 12p.; Paper presented at the Annual Meeting of the American

Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE: English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE: Speeches/Conference Papers (150) -- Reports - Research/Technical (143)
DESCRIPTORS: Computer Simulation; *Decision Making; *Field Experience Programs; Higher Education; Preservice Teacher Education; *Problem Solving; *Student Teaching; Teacher Behavior; *Teaching Experience

Numerous studies suggest that field experiences focus student attention on short-term survival strategies; they do not provide a systematic investigation of alternative theories of learning and instruction. Students attend to management techniques but do not develop a more reflective approach to instruction. If this is so, students at different points of their preservice preparation should exhibit differing abilities to make classroom and/or management decisions when compared with experienced teachers and each other. Three groups of students were the subjects of this study: one group prior to any field experiences, one after experiences but before student teaching, and one after student teaching. A computer simulation of classroom decision-making situations was used to assess the differential effect of preservice field experiences on classroom decision-making. The results of the study generally support the notion that field experiences do provide measurable changes in the decision-making effectiveness of preservice teachers. The groups in the study differed most frequently on resolving a problem with a group of students who could not work together effectively. The students who were without field experience were less successful and took longer to deal with the problem than did their more experienced peers. (JD)

ED 307 799 FL 017 978

Refugee Immigrant Education Materials (RIEM) Catalog.
National Clearinghouse for Bilingual Education, Silver Spring, MD.
PUB DATE- 89
NOTE- 36p.
AVAILABLE FROM- National Clearinghouse for Bilingual Education, 8737 Colesville Rd., Suite 900, Silver Spring, MD 20910.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Cambodian; *Curriculum Guides; Elementary Education; *English (Second Language); Health Education; Higher Education; Language Arts; Lao; Limited English Speaking; Mathematics Instruction; *Resource Units; Science Instruction; Secondary Education; Second Language Instruction; Social Studies; Spanish; *Textbooks; *Uncommonly Taught Languages; Vietnamese
IDENTIFIERS- *Content Area Teaching; Phrasebooks

A catalog containing materials relevant to the education of refugees, immigrants, and other limited-English-proficient (LEP) students is presented. Included are textbooks for teaching. English-as-a-Second-Language (ESL), general resettlement information; and materials for Vietnamese, Laotian, Cambodian, Chinese, and Spanish speakers, and other refugee groups are included. For each entry, the following information is provided: author, title, audience, number of pages, and cost. Included are curriculum guides, phrase books, and content-area teaching materials for science, math, health, social studies, and language arts. (DJD)

ED 307 883 IR 052 771

Bard, Therese Bissen
Curriculum Plan for a Diploma Programme in Library/Information Studies To Be Offered by the University of the South Pacific Library.
University of the South Pacific, Suva (Fiji).
PUB DATE- 87
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; Course Descriptions; *Curriculum Design; *Degree Requirements; *Distance Education; Higher Education; Information Science; *Library Education; Library Science
IDENTIFIERS- *University of the South Pacific (Fiji)

This curriculum plan for the Diploma Programme in Library/Information Studies at the University of the South Pacific was designed to meet the needs of undergraduate library/information education in the South Pacific region. The program is presented through distance education to students in the Cook Islands, Fiji, Kiribati, Nauru, Niue, Solomon Islands, Takelau, Tonga, Tuvalu, Vanuatu, and Western Samoa. The curriculum is based on the functional approach to library/information education and consists of nine courses. Five core courses are required: Introduction to Library/Information Studies; Building the Library/Information Centre Collection; Organising Library Information Centre Resources; Library/Information Services; and Management of the Library/Information Centre. In addition, students are required to complete one course which examines a particular type of library/information center--school, public, academic, or special. Students are also required to complete four academic courses at the 100- and 200-level which have been approved by the program administrator. Integrity and cohesiveness for the curriculum are attained through spiral sequencing of subject content. An outline of course content for each of the nine courses, with statements of

objectives and suggestions for instructional methods, are included. Lists of suggested additional readings are also provided. (EW)

ED 307 910 JC 890 269

Leadership at All Levels. Journal of the American Association of Women in Community and Junior Colleges, 1989.

American Association of Community and Junior Colleges, Washington, D.C. American Association of Women in Community and Junior Colleges.

PUB DATE- 89

NOTE- 43p.

AVAILABLE FROM- American Association of Women in Community and Junior Colleges Mail Service, 2907 N. Main St., Anderson, SC 29621 ($3.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Collected Works - Serials (022)

DESCRIPTORS- Administrators; Blacks; Codes of Ethics; *College Presidents; Community Colleges; *Females; Feminism; *Leadership Styles; Legal Problems; Poverty; School Policy; *Sex Differences; Sex Discrimination; Two Year Colleges; *Women Faculty

IDENTIFIERS- Sexual Relationships; *Women Administrators

The 1989 issue of the Journal of the American Association of Women in Community and Junior Colleges focuses on the leadership role of women at all organizational levels of the two-year college. It includes the following articles: (1) "Gender Issues and Community College Leadership," by Carolyn Desjardins, which speculates that the recently emerging trend toward more humane leadership styles might be due in part to the presence of more women in administrative positions in higher education; (2) "Women, Higher Education, and the Psychology of Power," by Carol Berrey, which integrates feminist psychology, principles of modern management, and an insider's view of higher education; (3) "Cognitive Differences of Male and Female Administrators," by Ruth H. Doyle and Barbara Mueller, which reviews gender differences in administrators' perception and use of symbols, cultural determinants, and modalities of inference; (4) "Perspectives on Leadership and Black Women Presidents," by JoAnn Bradley, Patricia Carey, and Evelyn Whitaker, which presents findings from a survey of 15 black women college presidents; (5) "Developing a Policy Approach to Professionally Appropriate Faculty/Student Sexual Relations on Community College Campuses," by Doric Little, which considers the legal and policy implications of sexual relationships between students and faculty; (6) "The Feminization of (American) Poverty," by Janet K. (Weir) Garza, which reviews statistics on poverty and argues that education and skills development can break the cycle of poverty for women. (ALB)

ED 307 937 JC 890 297

Rankin, Katherine

Interaction between the Community College and High Schools: What the College Can Do To Attract Better-Prepared Students.

Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- May 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; Articulation (Education); College Bound Students; *College School Cooperation; Community Colleges; High Schools; Honors Curriculum; *Institutional Advancement; *Publicity; Student Attitudes; *Student Recruitment; Two Year Colleges
IDENTIFIERS- *Bucks County Community College PA

This paper describes Pennsylvania's Bucks County Community College's (BCCC's) current practices for recruiting better-prepared students as a preface to several suggestions for new approaches to improve the recruitment effort. Although a nationwide survey of young people indicated that 60% felt two-year institutions were on a par with four-year schools, most students attend community college because of the low cost, the open-door admissions policy, and the proximity to home or work. For students not necessarily concerned with these issues, BCCC's policy of recruitment has had only limited success. This policy currently includes publicity efforts, student visits to the campus, and academic programs such as the Advanced Placement Program and the High School Enrichment Program, through which better-prepared high school students can take college classes for credit. Suggestions for improving BCCC's recruitment of these students include: (1) improving interaction with the high schools through personalized visits by the faculty or department-sponsored tours of the college; (2) offering an Honors Program in which outstanding students in all fields can undertake independent study for honors credit; (3) using BCCC students as liaisons to their former high schools; (4) establishing articulation agreements with four-year colleges and universities that would make transfer automatic, with all credits accepted, for the bearer of an associate degree with a reasonable grade point average; (5) improving the quality of incoming students through more stringent admissions policies or a testing service which reports back to high schools to inform them of their students' level of preparation; and (6) sharing facilities, such as libraries and laboratories, with advanced high school students. (JMC)

ED 308 038 RC 017 088

Newcomb, Thomas L.
Educating the Amish Child.
PUB DATE- 88
NOTE- 28p.
AVAILABLE FROM- Dr. Thomas L. Newcomb, 19130 Nelson-Parkman Road, Garrettsville, OH 44231 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140)
DESCRIPTORS- Bilingual Education; *Cultural Background; Cultural Traits; *Educational Responsibility; Elementary Education; Minority Groups; *Multicultural Education; *Public Education; Public Schools; Religious Cultural Groups; *Rural Schools; Small Schools
IDENTIFIERS- *Amish (Old Order)

The Old Order Amish community is a unique minority group that does not receive adequate public school services. While a majority of Amish children attend an estimated 470 Amish parochial elementary schools, some Amish enrollment is in small rural public schools. However, six states with large Amish populations have no significant public school programs serving the special needs of Amish children. The religious values, folkways, and customs of the Amish easily place their children at a disadvantage in public school. School facilities, social customs, instructional materials, course content, and the English language could be unfamiliar to these children, nearly all of whom speak a German dialect, "Pennsylvania German," at home. To better meet the needs of these children, school administrators and teachers should (1) cultivate an awareness of basic Amish religious beliefs, cultural values, language differences, and educational and life goals; (2) develop a cooperative relationship with Amish parents and nearby Amish parochial schools; (3) recognize the rights of the Amish child as a minority and a culturally different learner; and (4) remember that Amish children are normal children in nearly every way. Educators and researchers familiar with the Amish culture should be active in providing information and guidance to public schools; such information is rare and difficult for small rural schools to locate. This report contains 34 references and an overview of Amish history and beliefs about education and child rearing. (SV)

ED 308 051 RC 017 117

Killian, Joyce E.; Byrd, David M.
Tapping the Strengths of Rural Schools: An Exemplary Staff Development Model.
PUB DATE- 13 Dec 88
NOTE- 19p.; Paper presented at the Annual Meeting of the National Staff Development Council (December 13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *College School Cooperation; Cooperative Programs; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Participative Decision Making; *Rural Education; *Rural Schools; Rural Urban Differences; *Teacher Education Programs; Teacher Improvement; *Teacher Workshops
IDENTIFIERS- Illinois; Southern Illinois University Carbondale

This paper describes the Renewal Institute for Practicing Educators, a staff development program designed specifically for rural teachers. The institute is a state-funded cooperative effort between school districts and Southern Illinois University at Carbondale. It provides tuition-free spring and summer workshops for rural teachers in science, math, and language arts. The focus of each Renewal Institute teaching program is determined by a steering committee of local teachers, administrators, and university faculty. The institute's summer 1987 language arts program is described with particular emphasis on the cooperative aspect of the program and the high degree of teacher involvement. Obstacles and incentives for teachers to implement workshop ideas are also described and discussed in detail. Among the factors influencing change in the classroom are: money, administrators, colleagues, parents, students, and professional self-improvement. The paper concludes that rural teachers and teaching positions differ from their urban and suburban counterparts in several aspects, both positive and negative. Rural staff development programs lack some incentives often associated with effective change in larger schools, including external pressure to try new approaches, organizational structures conducive to change, and ongoing technical and resource support. The close-knit quality of rural schools, on the other hand, provides a different set of advantages that can be used by staff developers. Contains 14 references. (TES)

ED 308 080 SE 050 675

Mertzman, Stanley A., Ed.; Wobus, Reinhard A., Ed.
Research in Geology at Undergraduate Institutions. First Edition.
Council on Undergraduate Research, Tucson, AZ.
REPORT NO.- ISBN-0-941933-05-9
PUB DATE- Jan 89
NOTE- 682p.
AVAILABLE FROM- Stanley A. Mertzman, Franklin & Marshall College, Dept. of Geology, P. O. Box 3003, Lancaster, PA 17604-3003 ($35.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Science; Earth Science; *Faculty; *Geology; Higher Education; *Science Departments; Science Facilities; *Science Programs; Scientific Research; *Undergraduate Study

This is a directory devoted to undergraduate research in geology at private and public colleges and universities of the United States. It has been compiled from the responses to a questionnaire sent in late 1987 to the geology or earth science departments of 375 institutions. These departments were selected on the basis of the following criteria: (1) departments offering Bachelors and Masters in geoscience degrees only--no Ph.D.-granting departments included (departmental focus must be on undergraduates); and (2) departments with a record of undergraduate research participation or the interest in developing such a program. Data from 133 departments are contained in this book. The directory provides information about department size and composition (faculty, staff, and students), facilities (building space, library, and equipment), and funding over the last four years. A section on field course requirement and participation has been included. Faculty profiles for each department contain research interests, grant support, and a bibliography of refereed publications over the previous five-year period. The names of student co-authors of published work are indicated. Indices of institutions and faculty are provided. A ranking of the baccalaureate origins of doctorate recipients in the earth sciences is appended. (YP)

ED 308 095 SO 019 915

Stephens, Ronald D., Ed.
Student Searches & the Law. NSSC Research Paper.
National School Safety Center, Malibu, CA.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- Mar 88
NOTE- 23p.; For related documents, see SO 019 914 and SO 019 918.
GRANT- 85-MU-CX-0003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Civil Liberties; Civil Rights; Constitutional Law; Discipline Policy; *Due Process; Elementary Secondary Education; Police School Relationship; *School Law; *Search and Seizure; Student Behavior; *Student Rights; Student School Relationship; Teacher Rights
IDENTIFIERS- Doe v Renfrow; *Drugs; Horton v Goose Creek; *New Jersey v TLO; Weapons

The increased presence of drugs and weapons in schools has forced school officials to step up searches of students, lockers, and school property. The landmark case of "New Jersey vs. TLO" set standards concerning reasonable suspicion and reasonable searches. School officials must be familiar with recent court opinions on student searches, use good judgement as to the application of reasonable suspicion, and avoid careless or whimsical applications of student searches. If evidence is found, it is important that contraband materials be locked in a secure place where the chain of custody of the evidence is known and limited. Extreme caution must be exercised in the case of strip searches, since such searches are too intrusive for most courts to sanction and arouse aversion in most communities, besides having been vociferously criticized by the American Civil Liberties Union and parents' organizations in specific instances. The apparent legality of the use of dogs to detect drugs varies within different federal circuit courts. School officials should check to see what guidelines their federal circuit courts recommend. While voluntary drug testing may be permitted, mandatory testing appears to be outside the scope of the law. The use of metal detectors as a search tool may be permissible if certain regulations are followed. Every school should have a conduct policy and a search and seizure policy spelled out exactly

as to reasonable suspicion and reasonable search practices. Four resource organizations and nine references are given. Two newspaper articles are reproduced, one on student searches, the other on the use of dogs for drug detection. A short paper by Justice Stanley Mosk on "School Safety and the Law" is also included. (JHP)

ED 308 137   SO 020 139

Drum, Jan; Otero, George

Teachable Moments. All 18 Issues from 1988.

Las Palomas de Taos, NM.; Stanley Foundation, Muscatine, Iowa.

PUB DATE- 88

NOTE- 38p.; For related document, see SO 020 138.

AVAILABLE FROM- Publications Coordinator, Stanley Foundation, 420 East Third Street, Muscatine, IA 52761 (18 issues, $3.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; Elementary Secondary Education; *Global Approach; *Map Skills; Perspective Taking; Teaching Methods; World Affairs; World Problems

IDENTIFIERS- *Global Awareness; World View

"Teachable Moments" are teaching aids about global perspectives in education. Number 1 describes an activity that lets students feel what it is like to be a refugee. Number 2 involves discussion of why people are hungry, rich, or poor. Number 3 helps students learn to deal with experts' opinions on global problems. Number 4 uses students' natural interest to hone their research and measurement skills. Number 5 explores ways to encourage and reward excellence without competition. Number 6 allows students to explore global problems using systematic, structural, and conceptual approaches. Number 7 deals with conflict resolution skills. Number 8 addresses students' perceptions of what they need to learn. Number 9 presents two activities that help people see both their views and the world views of others. Number 10 deals with world hunger, listing several sources of information. Number 11 uses the Olympic Games to highlight the students' vision of how the world should be. Number 12 seeks to inform students about the world by presenting them with facts that contradict commonly held views. Number 13 details an activity that focuses on getting opposing discussion groups to agree on some common ground. Number 14 describes how youthful insights can be useful in discussion and problem solving. Number 15 is a map activity that focuses on differing perspectives and their consequences. Number 16 uses a scavenger hunt to document connections between communities and the surrounding world. Number 17 explores world views expressed by bumper stickers. Number 18 discusses the importance of listening in any learning process. (GEA)

ED 307 828 HE 022 186

A Self-Instructional Course in Student Financial Aid Administration. Module 6: General Student Eligibility. Second Edition.
Office of Student Financial Assistance (ED), Washington, DC.; Washington Consulting Group, Inc., Washington, DC.
PUB DATE- 20 Aug 88
NOTE- 64p.; For related documents, see HE 022 181-198.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Responsibility; Administrator Role; College Students; College Transfer Students; Educational Finance; *Eligibility; *Federal Aid; Federal Government; Federal Programs; Financial Support; Higher Education; *Program Administration; Programed Instructional Materials; *Student Financial Aid; *Student Financial Aid Officers
IDENTIFIERS- Department of Education; Higher Education Act Title IV; Loan Default; Paying For College

Module 6 of a 17-module self-instructional course on student financial aid administration (for novice aid administrators and other personnel) presents a systematic introduction to the management of federal financial aid programs authorized by Title IV of the Higher Education Act with an emphasis on general student eligibility. Identifying the timing and frequency for determining eligibility, recognizing the documents used to establish or confirm eligibility, and recognizing student default loan status and its effect on Title IV eligibilty are covered. A pre-test, post-test, glossary, and acronyms are provided. Three sections discuss: (1) general student eligibility requirements (enrolled or accepted for enrollment, regular student, ability to benefit, enrollment status, eligible program, citizenship, member of a religious community, statement of educational purpose, and selective service registration) (2) eligibility of continuing and transfer students (loan default, grant repayment owed, satisfactory academic progress, and financial aid transcripts); and (3) review, confirmation, and monitoring of general student eligibility (initial review and confirmation of student eligibility, review prior to awarding financial aid, and ongoing monitoring of student eligibility). Three appendices are as follows: satisfactory academic progress--federal law and guidelines; noncredit and reduced credit remedial coursework; and ability to benefit. Contains two references. (SM)

ED 307 841 HE 022 728

Fairweather, James S.
Entrepreneurship and Higher Education: Lessons for Colleges, Universities, and Industry. ASHE-ERIC Higher Education Report No. 6, 1988.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-50-0
PUB DATE- 88
NOTE- 137p.
CONTRACT- ED-RI-88-062014
AVAILABLE FROM- ASHE-ERIC Higher Education Reports, The Georgetown University, One Dupont Circle, Suite 630, Dept RC, Washington, DC 20036-1183 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Information Analysis/State-of-the-Art Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Business Responsibility; Corporate Support; Entrepreneurship; *Higher Education; *Industry; *School Business Relationship; School Community Relationship

In this monograph, literature on industry-university liaisons is examined to provide a framework for examining such relationships and for evaluating their impact on a variety of social, economic, and educational goals. The combination of academic leaders in search of revenue, industrialists looking for a competitive edge, and state and federal governments attempting to restore economic vitality has resulted in dramatic growth in industry-university liaisons. Questions remain about the impact of partnerships between business and higher education, both for participants and society. Topics of the monograph's eight sections are as follows: (1) the emergence of industry-university liaisons (i.e. historical patterns and the 1980s and the rise of such liaisons); (2) ideological and political agendas (advocates, opponents, and moderates); (3) motivating factors (government, industry, and academe); (4) types of industry-university liaisons (participants, disciplines, and topologies); (5) operational issues (i.e. keys to successful implementation and operation); (6) compatibility with academic functions (evidence, missions, and evolution of the institution); (7) assessing the impact (initial considerations and criteria); and (8) lessons for academic, corporate, and government leaders (i.e. generic lessons and lessons for state and federal governments, industry, and academe). Contains about 250 references. (SM)

ED 307 924 JC 890 283

Townsend, Barbara K., Ed.
A Search for Institutional Distinctiveness. New Directions for Community Colleges, Number 65.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-1-55542-862-2
PUB DATE- 89
NOTE- 106p.
CONTRACT- RI-88-062002
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($14.95).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Community Attitudes; Community Colleges; Educational Attitudes; *Institutional Advancement; *Institutional Characteristics; Institutional Evaluation; *Marketing; *Reputation; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Institutional Distinctiveness

The essays in this collection argue that community colleges have much to gain by seeking out and maintaining positive recognition of the features that distinguish them from other colleges in the region and state. In addition, the sourcebook contains articles discussing the process of conducting a search for institutional distinctiveness and ways of using the results of that search in marketing and institutional advancement. The collection includes: (1) "Images of Community Colleges for the Twenty-First Century," by Daniel D. Savage; (2) "What Makes the Community College Distinctive," by Joseph N. Hankin; (3) "A Search for Institutional Distinctiveness: Overview of Process and Possibilities," by Barbara K. Townsend; (4) "How to Begin the Search for Institutional Distinctiveness," by Michael B. Quanty; (5) "Getting the Facts, Analyzing the Data, Building the Case for Institutional Distinctiveness," by James L. Ratcliff; (6) "Using What an Institution Learns in the Search for Distinctiveness," by Robert G. Templin, Jr.; (7) "Benefits of Conducting a Search for Institutional Distinctiveness," by Barbara K. Townsend; (8) "Triton College: One Institution's Search for Distinctiveness," by Barbara K. Townsend and James L. Catanzaro; and (9) "Sources and Information: Discovering Institutional Strengths and Limitations," by Glenda K. Childress. (ALB)

ED 307 950 JC 890 311

Linthicum, Dorothy S.
The Dry Pipeline: Increasing the Flow of Minority Faculty.
PUB DATE- Jun 89
NOTE- 22p.; Paper presented at the League for Innovation in the Community College Conference "Leadership 2000" (San Francisco, CA, June 11-14, 1989). For a related document, see JC 890 271.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Policy; *Affirmative Action; College Faculty; Community Colleges; *Faculty Integration; *Faculty Recruitment; *Minority Groups; Two Year Colleges

This paper underscores the importance of increasing the number of minority faculty at community colleges, cites examples of programs currently being conducted to achieve this objective, and suggests actions to be taken by community leaders and educators. Section I reviews reasons for concern about achieving a significant presence of minority faculty on two-year college campuses and considers demographic and economic trends that make it imperative that educational opportunities for minorities be expanded. Section II examines the numbers, percentages, and positions of minority faculty employed in higher education, indicating that, in 1985, 90% of the full-time faculty were White, 4% were Black, 4% were Asian, 2% were Hispanic, and less than 1% were Native American. Section III reviews statistics on the participation of minorities in higher education, indicating that between 1976 and 1986, there was an almost 5% decline in the percentage of Black youth and over a 6% decline in the percentage of Hispanic youth attending college. In section IV, components of a multi-faceted effort to increase the number of minority faculty are discussed. This section offers examples of programs illustrating short- and long-range strategies for colleges and states. Section V looks at the related roles of national, state, and community leaders; state governments; college trustees; college faculty; and the colleges themselves to increase the number of minorities on campus. (ALB)

ED 307 979 PS 018 026

Christner, Catherine A.
A Successful Public School Prekindergarten Program.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- ORE-Pub-88.05
PUB DATE- Mar 89
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Attendance Patterns; Comparative Analysis; Hispanic Americans; *Limited English Speaking; Longitudinal Studies; *Low Income Groups; *Preschool Children; Preschool Education; Program Descriptions; Program Effectiveness
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Full Day Programs; Half Day Programs; Texas (Austin)

This paper describes the effectiveness of the Austin Independent School District's public school prekindergarten program during a 3-year period. In 1985-86, the program consisted of full-day classes serving low-achieving and limited-English-proficient (LEP) students in Chapter 1 schools. In 1986-87, the district implemented half-day classes in accordance with a state mandate, and served all low-income and LEP students in the district. In 1987-88, the district doubled the number of teachers, put full-day classes in Chapter 1 schools and half-day classes elsewhere; and began to serve low-income and LEP students as close to their attendance area as possible. In each of the three years, the Peabody Picture Vocabulary Test-Revised was given to all students or to a random sample of students. In 1987-88, the Test de Vocabulario en Imagenes Peabody was given to Hispanic LEP students who were Spanish monolingual. Summarized in the report are: (1) achievement results for similar students in full-day versus half-day programs; (2) achievement results for low-income and limited-English-proficient students; (3) comparisons of 1-year gains during the period; and (4) differences in attendance for the groups. Results indicated that over the 3 years the program was successful despite massive changes. Areas for improvement are indicated. (RH)

ED 307 995 PS 018 055

Heibeck, Tracy H.
Playing with Fear: Children's Play and Its Role in Expressing Fears.
PUB DATE- Apr 89
NOTE- 44p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Aggression; *Emotional Experience; *Fear; *Maturity (Individuals); *Play; *Preschool Children; Preschool Education; Videotape Recordings

Preschool children's fears of animals and the dark were investigated in an effort to examine how preschoolers use play as a medium for expressing fearful emotions. A total of 48 children participated in the study. Interviews with parents were used to identify 12 preschoolers who were anxious about the dark and 12 who were anxious about dogs; 24 children were rated by parents as not being anxious about these experiences. Each child was invited to create stories about topics suggested by the experimenter. Some topics included benign themes popular in children's play; other themes reflected fears of dogs and darkness. Each child's videotaped play session was coded by three independent judges on measures assessing the maturity, duration, imaginativeness, aggression, concentration of play, and other factors. Children who were anxious about dogs played less constructively and at a less mature level in regards to that topic than did children not anxious about dogs. But children anxious about the dark were able to engage in well-developed pretend play when playing about benign themes and about the dark. These children tended to include more aggression in their play, especially when the story involved the dark. It is suggested that findings have implications for the use of play in therapy with children. (Author/RH)

ED 308 010 PS 018 088

Walker, Richard N.
The Revised Gesell Preschool Examination and Later Competence.
PUB DATE- 89
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Predictive Validity; *Preschool Children; Preschool Education; Socioeconomic Status; Test Norms; *Test Validity
IDENTIFIERS- *Gesell Preschool Examination (Revised)

A sample of 640 children between 2.5 and 6 years old provided norms for scales of the Revised Gesell Preschool Examination. Scales focused on motor, adaptive, verbal, number, and personal and social development. A total of 272 children were reevaluated at 8.5 years on 22 variables derived from teacher ratings, parent questionnaires, and tests. The outcome variables were reduced to 8 moderately intercorrelated general scores and 3 factor scores. General score correlations with preschool scores ranged from 0 to the mid .70s, generally increasing with age up to 5.5 then decreasing at age 6. The preschool adaptive, verbal, and number scales, and a composite score, showed correlations with most outcome measures. The preschool personal and social scale showed correlations mainly with later personal and social scores. Preschool motor scores showed negligible correlations with any outcome measure. Associations with later scores were stronger for the preschool composite scores than for individual scales. Marked differences in distributions of outcome scores for children chosen as initially high or low on particular preschool scales indicated a useful degree of predictive validity for those scales. References and extensive tables are provided. (RH)

ED 308 024 RC 016 825

Rural Education Action Packet for Putting the Rural Back into Rural Education. A Special Project of Communicating for Agriculture and the CA Foundation.
Communicating for Agriculture, Fergus Falls, MN.
PUB DATE- 88
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agricultural Education; Community Education; Educational Improvement; Educational Innovation; Elementary Secondary Education; Learning Activities; *Rural Development; Rural Economics; *Rural Education; Rural Environment; *Rural Schools
IDENTIFIERS- Foxfire

This rural education action packet consists of 10 resource pamphlets dealing with "putting the rural back into rural education," a special project of Communicating for Agriculture (CA) and the CA Foundation. Information about and an application for becoming a Rural Education Action District (READ) are included. These districts are committed to CA's principle that rural schools provide a quality of education unmatched by larger, better funded urban schools. Undergirding the READ program are eight policy statements developed by CA that encourage rural educators to: (1) develop pride in rural America; (2) include rural economic development in the curriculum; (3) institute youth community development projects; (4) create an urban awareness of and appreciation for rural life; (5) support the creative arts in rural education; (6) integrate technology into rural education; (7) examine age-grading and fragmented learning schedules; and (8) support appropriate delivery systems. These policy statements are outlined in pamphlets that include goals, statement of purpose, objectives, and suggested activities. One pamphlet describes the Rural Knowledge Bowl conducted annually and contains sample questions from the 1984 and 1985 Rural Knowledge Bowl tests. (ALL)

ED 308 153 SP 031 229

Hubbard, Betty M.
Entering Adulthood: Preventing Sexually Related Disease. A Curriculum for Grades 9-12. Contemporary Health Series.
REPORT NO.- ISBN-0-941816-57-5
PUB DATE- 89
NOTE- 110p.
AVAILABLE FROM- Network Publications/ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Communicable Diseases; *Health Education; High Schools; High School Students; Physical Health; *Sex Education; Sexuality
IDENTIFIERS- *Sexually Transmitted Diseases

This book provides detailed up-to-date information about sexually transmitted diseases (STDs), including Acquired Immune Deficiency Syndrome (AIDS), chlamydia, herpes, syphilis, genital warts, and gonorrhea. Designed to help students make choices that eliminate or reduce the risk of contracting an STD, this module gives high school teachers six developmentally planned lessons, varied instructional strategies, creative activities, and a culturally sensitive approach to educating about STDs. The book: (1) discusses the symptoms and consequences of STDs; (2) promotes abstinence as the best preventive behavior for teens; (3) presents steps for reinforcing abstinent behaviors; (4) provides information on the correct use of condoms; and (5) offers sources for obtaining information, diagnosis, and treatment of STDs. (JD)

ED 307 855 IR 013 821

Marsh, Larry P.; Anderson, Paul S.
A Learning Assessment System: Development of Assessment Instruments plus Scoring and Reporting Procedures.
Bureau County Learning Assessment Cooperative, Sheffield, IL.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of School Improvement Services.
PUB DATE- 89
NOTE- 129p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Computer Assisted Testing; Computer Software; *Computer System Design; *Educational Improvement; *Educational Testing; Elementary Secondary Education; School Districts; Standardized Tests; State Programs; Testing Problems; *Testing Programs; Test Manuals; Test Scoring Machines
IDENTIFIERS- *Illinois

This manual is intended to provide Illinois school districts with guidance in developing learning assessment plans and using testing materials as part of the school improvement program mandated by the 1985 educational reform legislation for Illinois. Designed primarily to be a series of "how to" booklets, the manual is divided into six major sections: (1) Introduction and Overview (how to read this report, legislative initiative for school improvement, background of the Bureau County Project and Cooperative, and objectives of the project); (2) Local Development of Objective-Directed Instruction and Development (how to operationalize a learning assessment plan for a cooperative of school districts); (3) People, Software, and Hardware (how to and what to acquire as hardware and software); (4) Test Scoring from the Software User's Perspective (how to scan, score, and generate reports); (5) Assessment Results and School Improvement (how to interpret and utilize the assessment results); and (6) Conclusion (brief comments on the experiences of Bureau County during the initial phases of the project and on alternatives to various procedures described in the model). It is noted that all of the chapters focus on how to do all of the above in an integrated manner with maximum efficiency, minimum headaches, and modest expenditures. The text is supplemented by figures and illustrations, and a 6-item bibliography and an index are provided. (EW)

ED 307 868 IR 052 753

McDonald, Joseph; Micikas, Lynda

Independent Colleges Archives and Institutional Records Network: A Feasibility Study. A Report to the Participating Colleges and to the Pennsylvania Historical and Museum Commission.

Holy Family Coll., Philadelphia, PA.
PUB DATE- Feb 89
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; *Archives; *College Libraries; Feasibility Studies; Higher Education; *Library Networks; Library Surveys; *Needs Assessment; *Preservation; *Records Management; Systems Approach

This study explores the feasibility of a formal cooperative effort among the archives and institutional records management programs of small religious colleges in the Philadelphia metropolitan area. A systems approach is employed, in which the archives are linked to the process of creating, managing, and keeping an institution's records. The report begins by examining the literature of archives and records management. A field investigation of seven small religious colleges in the Philadelphia area is then described which involved surveys of archivists and college administrative and faculty departments. The findings of the investigation and recommendations for cooperative efforts conclude the report. Copies of the survey instruments are appended. (15 references) (EW)

ED 307 964 PS 017 752

Meleen, Paulette J.; And Others
Study of the Home-Based Option in Head Start. Volume I: Technical Report. Volume II: Case Studies. Final Report.
RMC Research Corp., Hampton, N.H.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Sep 88
NOTE- 352p.
CONTRACT- 105-86-1602
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Compensatory Education; Early Childhood Education; Outcomes of Education; *Participant Characteristics; *Program Effectiveness; Program Evaluation; *Program Improvement; *Surveys
IDENTIFIERS- *Home Based Programs; Program Characteristics; *Project Head Start

This review, which is the first review of Head Start home-based programs in more than a decade, employed a telephone survey of all grantees who operated home-based options. Also used were case studies of eight selected programs. Each program participated in an in-depth analysis of program operations and impacts on parents and children. Volume I of the review includes an executive summary and chapters which provide: (1) an introduction and background to the study; (2) findings from the telephone survey and in-depth study; and (3) findings from observations of home visits and group socialization activities conducted at the selected sites. Appendix A describes the study's methodology. Volume II reports on case studies and a cross-case analysis. Sites for the in-depth study were selected to represent key features of Head Start programs that operated a home-based option. Half of the sites were home-based only; half operated home- and center-based options. Introductory sections of Volume II describe themes that emerged from the programs. Presentations of the case studies begin with home-based only sites (Vermont, Virginia, North Carolina, and Michigan) and conclude with mixed sites (Kentucky, Georgia, Missouri, and Maryland). (RH)

ED 308 109   SO 019 947

Gillis, Lynette
Women and Politics. A Summative Evaluation. Evaluation and Project Research Report No. 8--1988-89.
Ontario Educational Communications Authority, Toronto.; TV Ontario, Toronto.
PUB DATE- Sep 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Adults; *Females; Interviews; *Leadership Training; *Mass Media Use; *Political Attitudes; *Political Power; Politics; Social Attitudes; Television Surveys; Television Viewing; *Womens Education

IDENTIFIERS- Telephone Surveys; *Television Criticism

This paper reports the summative evaluation of the part-time learning project "Women and Politics," based on a 2-day forum sponsored in November 1986 by the Ryerson Polytechnical Institute (Toronto, Canada) and the Committee for '94. The project consisted of a 6-part series featuring the speeches, workshops, and question periods from the forum. The purpose of the evaluation was to assess the impact of the program, to examine registrants' use of the resource materials that were made available, and to assess their opinions of the project. A random sample of [illegible] individuals who had registered for the available resource materials were interviewed on the telephone. These women were generally well-educated, 25-45 years of age, and held white-collar jobs outside the home. Over half of the group described themselves as politically active. Approximately 60% of the group claimed that the learning experience had encouraged them to become more active in politics, and 33% reported that they had taken some action to become more politically involved. The findings indicate that "Women and Politics" provides a suitable model for other part-time learning projects. Comments by the interview participants and seven tables of survey findings are included. (Author/[illegible])

ED 308 169 SP 031 261

Lapchick, Richard E.
Pass to Play: Student Athletes and Academics.
National Education Association, Washington, D.C.
REPORT NO.—ISBN-0-8106-1839-6
PUB DATE—89
NOTE—51p.
AVAILABLE FROM—NEA Professional Library, P.O. Box 509, West Haven,
CT 06516 (Stock no. 1839-6, $6.95).
LANGUAGE—English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE—Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS—*Academic Standards; Athletics; Basketball; Black
Students; Football; *High Risk Students; High Schools; *High School
Students; Illiteracy; Minority Groups; *State Standards
IDENTIFIERS—*No Pass No Play Rules

This monograph focuses on the virtually ignored issues of the academic problems of high school athletes. All the problems of college sport exist at the high school level. For example, "redshirting" occurs when a school has an athlete sit out a year so that the athlete can mature physically and have four years of eligibility. This problem exists in the secondary grades as well as in colleges. The ramifications of the National Collegiate Athletic Association's Proposition 48 are discussed as they have an impact on students at both high school and college level. The legal aspects of "No Pass No Play" policies in Texas and other areas are discussed. Recommendations are made for higher academic requirements for talented student athletes. Current state academic requirements for athletes are listed and references are included. (JD)

ED 307 800 FL 017 983

Ney, James W.
Teacher Attitudes toward New Strategies for Educational Policy and Program Development. Illustrations from Togo Training Project.
PUB DATE- 89
NOTE- 26p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *English (Second Language); Foreign Countries; Inservice Teacher Education; *Institutes (Training Programs); Instructional Material Evaluation; Instructional Materials; Lesson Plans; *Second Language Instruction; Second Language Learning; Surveys; *Teacher Attitudes; Teacher Developed Materials; Teaching Methods
IDENTIFIERS- Togo

Since English has replaced French as the main language used for international communication, it is necessary to find new and more effective ways to teach English as a Second Language (ESL) in Francophone Africa where English instruction has been neglected solely because French has been the preferred language. As a result, teachers from Togo participated in institutes at Arizona State University where they (1) assembled sample ESL lessons, (2) created instructional materials, (3) evaluated textbooks and tapes, (4) studied motivational techniques, (5) examined current methods for teaching ESL, and (6) worked on enhancing their own English language proficiency. The attitudes of the 7 participants of the 1986 program were sampled, and it was found that teachers were more positively inclined toward activities in which they were involved as active participants in their own learning, such as creating sample lessons, than they were toward passive activities such as listening to lectures or reading about teaching methodologies. The teacher attitude survey is appended. (DJD)

ED 307 815 FL 018 025

Gundem, Bjorg B.
British and American Influences on the Teaching of English as a Foreign Language from the 1950s till the 1970s Mediated by the British Council and the Council of Europe.
PUB DATE- Mar 89
NOTE- 19p.; Paper presented at the Annual Meeting of the Society for the Study of Curriculum History (San Francisco, CA, March 26-27, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Cultural Influences; Curriculum Development; Educational Technology; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Intermode Differences; Language Research; Oral Language; *Performance Factors; *Second Language Instruction; Structural Linguistics; Teaching Methods
IDENTIFIERS- British Council; *Council of Europe (France); Europe (West); Great Britain; Norway; United States

A research project concerned with the development of English as a school subject in the Norwegian elementary and junior high school identifies and describes British and American influences on the theoretical climate of foreign language teaching in Western Europe from the 1950's to the 1970's. A distinct British influence, the so-called Palmer, West, and Hornby tradition (which focused on the oral method, grading and vocabulary, "standard English," and the teacher role in mediating the linguistic and lexical quality of the language) existed in the teaching of English as a Foreign Language in the 1950's. The British Council offered educational services such as assistance with English teaching and expert advice to policy makers. In the 1960s, the British influence was replaced by an American influence characterized by applied structural linguistics, behavioral learning psychology, and instructional technology that materialized through the audiovisual method of foreign language teaching. The Council of Europe then became the clearinghouse and coordinating body of modern language teaching in Europe; it organized conferences at which the aims, content, methods, and examination forms of modern language teaching were discussed, and recommendations were made for changes in national curriculum decision making projects. (Author/DJD)

ED 307 897 IR 052 787

Zweizig, Douglas L.; And Others
Libraries and Literacy Education: Comprehensive Survey Report.

Wisconsin Univ., Madison. School of Library and Information Studies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- LP-89-714
PUB DATE- May 88
NOTE- 236p.
CONTRACT- 300-85-0161
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; Institutional Libraries; *Library Role; Library Surveys; *Literacy Education; Models; *Public Libraries; Questionnaires; *School Libraries; Secondary Education; State Libraries

This comprehensive report details the activities of a study which investigated public, public secondary school, community college, academic, state institutional, and state library agencies, in order to: (1) assess the current status of libraries in literacy education; (2) determine an expanded role for libraries in literacy education; and (3) identify library literacy programs that could serve as models. The report contains an overview of the current status of literacy services in libraries based on a literature review (chapter 1); descriptions of the methodology and results of the library surveys, which sought information on the involvement of each type of library in literacy education (chapters 2-6); and eight case studies of model programs (chapter 7). Eight observations based on the findings of the surveys and the case studies conclude the report: (1) library involvement in literacy varies greatly; (2) illiteracy will not be acted on if it is not seen; (3) literacy activities fit into a constellation of library services; (4) library literacy activities fit into a context of community service; (5) literacy services may not be institutionalized in the library; (6) volunteers are key personnel; (7) evaluation is a critical area for development; and (8) libraries are finding their place in the literacy effort. Four appendixes contain a 151-item bibliography of the literature on libraries and literacy education; a list of project references; survey cover letters and questionnaires; and a site visit interview schedule. (CGD)

ED 308 052 RC 017 121

Holznagel, Donald C.
Distance Education: Promise, Practice, and Pedagogy. Program Report.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 88
NOTE- 10p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; *Distance Education; Educational Cooperation; *Educational Practices; *Educational Technology; Elementary Secondary Education; *Rural Education; Rural Schools; School Districts; Shared Resources and Services; *Small Schools; Telecommunications
IDENTIFIERS- *Promising Practices; United States (Northwest)

In the first year of the Rural Education Initiative (1987-88), several rural school districts in the Northwest began distance education projects that promise to be successful and applicable in other districts. Each project meets an educational need or rationale identified by the district; technology-based programs satisfy recognized criteria for successful implementation of such programs. These promising practices feature: (1) a class that offers high school students their choice of correspondence courses; (2) satellite transmission of courses to a network of 56 cooperating school districts in 8 states; (3) individualized courses of study provided through electronic mail to 20 districts in Montana and Idaho, with student/teacher interaction and on-line testing via the computer station; (4) secondary school courses broadcast on public television with two-way audio communication by phone; (5) an audiographics system connecting a community college and several community sites using standard telephone lines; and (6) a short-range television system connecting a community college and five rural districts, which allows broadcasts from any site. In distance education the responsibilities of instruction are divided between the delivery and receiving sites. Since the facilitator at the receiving site performs some of the functions of a teacher, many states now insist that certified personnel staff such positions. (SV)

ED 308 064 SE 050 594

Mathematics: Program of Studies/Curriculum Guide. Grades 8 and 9. Interim 1989.
Alberta Dept. of Education, Edmonton.
REPORT NO.- ISBN-0-7732-0087-8
PUB DATE- 89
NOTE- 118p.; Integrated Occupational Program Curriculum. Colored pages may not reproduce well.

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Calculators; *Cognitive Development; Computation; Computer Assisted Instruction; Curriculum Guides; Estimation (Mathematics); *Experiential Learning; Foreign Countries; Geometric Concepts; Grade 8; Grade 9; Junior High Schools; Mathematics Anxiety; *Problem Solving; Reading Skills; *Secondary School Mathematics; *Student Attitudes; Student Motivation
IDENTIFIERS- *Alberta

This program is for students of grades 8 and 9 who may function a year or two behind their age peers in mathematics. It is designed to develop concepts, skills, and attitudes required for effective computation and problem solving at home, in the classroom, in the workplace, and in the community. Other goals are to develop a positive self concept, critical and creative thinking skills, ability to use modern technology, and reading skills and other forms of communication required for learning mathematics and solving problems. Concepts taught include number systems and operations; ratio, proportion and percent; geometry and measurement; data investigation and display; and algebra. Themes are managing your money, world of work, using math at home, and travel and recreation. The curriculum guide includes learning objectives, related life skills, related applications across the curriculum, and suggested strategies and activities for each concept developed. (DC)

ED 308 124   SO 019 993

Hoffman, Dorothy J.
International Development in a Global Context. Module for Educators, Grades 7-12.
Minnesota Curriculum Services Center, White Bear Lake.; United Nations Association of Minnesota, Minneapolis.
SPONS. AGENCY- Minnesota State Board of Vocational-Technical

Education, St. Paul.; Minnesota State Dept. of Education, St. Paul.
PUB DATE- 88
NOTE- 317p.; Curriculum Development Project. For related documents, see SO 019 991-992.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; Curriculum Design; *Curriculum Enrichment; Developed Nations; *Developing Nations; Development; Foreign Countries; *Global Approach; Instructional Materials; *International Cooperation; International Relations; Learning Modules; Secondary Education; Social Studies; *World Affairs; World Problems

This curriculum guide consists of five learning modules designed to guide students through an inquiry strategy that will help them to see the developing world and groups within the United States experiencing development problems, through the eyes and experience of that population. Each lesson is divided by sections on objectives, set induction or review, learning sequences, closure for that day's lesson, and background information. The five topics covered are: "The Language of Separation: Words That Divide Us"; "Scarcity and Excess: The Linkages"; "Development: What Is It?"; "The Development of Underdevelopment: The Colonial Legacy"; and "From Paternalism to Partnership." The appendix consists of 28 related documents, including lesson plans, classroom activities, and background reports. (JHP)

ED 308 185   SP 031 296

Evans, Claryce
The Educators' Forum: Teacher-Initiated Research in Progress.
PUB DATE- Mar 89
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches/Conference Papers (150) -- Reports - Descriptive (141)

DESCRIPTORS- *Action Research; *Classroom Research; *Collegiality; Elementary Secondary Education; Inservice Teacher Education; *Research Methodology; Seminars; *Teacher Participation; Theory Practice Relationship
IDENTIFIERS- *Educators Forum

The Educators' Forum is a seminar for teachers which supports them as they carry out investigations in their classrooms and schools. The investigations include studies of classroom issues, action research projects, and studies of individual students. Each member of the Forum is encouraged to choose a topic of interest or concern which is directly related to his or her classroom work, and to design and carry out an investigation related to that topic. The other participants serve as an advisory board, helping the teacher to: focus on one topic, determine what is already known and what needs to be found out, define a researchable question, select appropriate data collection procedures, carry out the investigation, and make sense of the results. This paper describes, briefly, the structure of the Forum and explains its purposes. It reports the results of some typical research endeavors and discusses questions related to the current and future work of the Forum. The Forum has demonstrated that, in a well-designed seminar, teachers can learn to provide support for each other and that because they voluntarily choose to continue to participate in such a seminar, it is a cost-effective form of professional development and renewal. (JD)

Teskey, F. N.
Intelligent Support for Interface Systems.
PUB DATE- 88
NOTE- 16p.; Paper presented at the International Conference on Research and Development in Information Retrieval (11th, Grenoble, France, June 13-15, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; *Computer System Design; Information Retrieval; *Information Systems; Information Transfer; *Man Machine Systems; *Menu Driven Software; Online Systems; Pilot Projects; *Programing
IDENTIFIERS- *OCLC

This paper describes how a language for building information systems that is being developed by the Office for Research at OCLC can be linked to an artificial intelligence environment, Poplog. The demonstration system--ISIS (Intelligent Support for Interface systems)--shows how Poplog could provide some intelligent support for a D interface, which, in turn, could form the basis for intelligent support for an interface system. Two methods in which the link would work have been developed, a request mode and a monitor mode. It is suggested that further research and development would permit the development of the ISIS to the point where it could be used for field trials by OCLC to evaluate different methods of search assistance. (4 figures, 14 references) (EW)

ED 307 884 IR 052 772

Liddy, Elizabeth D.
Discourse-Level Structure in Abstracts.
PUB DATE- Oct 87
NOTE- 11p.; Paper presented at the Annual Meeting of the American Society for Information Science (Boston, MA, October 4-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstracts; *Componential Analysis; *Discourse Analysis; Information Retrieval; Matrices; *Syntax; *Text Structure; Users (Information)
IDENTIFIERS- *ERIC; *PyschInfo

An investigation was undertaken into the possibility of automatically detecting how concepts exist in relation to each other in abstracts, a text-type commonly used in free-text retrieval. The end goal of this research is to capture these relationships in structured representations of abstracts' contents so that users can require not only that the concepts of interest to them co-occur in the retrieved documents, but also that the roles they play in relation to one another are the ones of interest. Four tasks found useful in revealing other schema were performed by expert abstractors. The results were analyzed and used as the basis for developing a frame-like structure of abstracts reporting on empirical work. A discourse linguistic analysis of a sample of 276 abstracts identified the lexical/syntactic clues which could be used by a system to automatically instantiate the frame-like structure of individual abstracts. The text is supplemented by four tables and three figures. (10 references) (Author)

ED 307 911 JC 890 270

A Fiscal Profile of the Illinois Public Community College System, Fiscal Years 1966-1988.
Illinois Community Coll. Board, Springfield.
PUB DATE- May 89
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110) Historical Materials (060)
DESCRIPTORS- *Community Colleges; *Educational Finance; Educational History; Equalization Aid; Financial Policy; *Financial Support; Grants; Income; *State Aid; State Surveys; Tax Allocation; Tuition; Two Year Colleges
IDENTIFIERS- *Illinois

An overview is provided of the fiscal development of the Illinois public community college system. Introductory sections consider the history and administrative structure of the system, and explain special funding provisions of the Public Junior College Act of 1965. The next section provides a profile of past state appropriations, focusing on average tuition rates since 1967, credit hour grant rates between 1966 and 1988, equalization grants, special funds for restricted purposes and needs, and other miscellaneous grants. Next, an explanation is provided of the present funding plan, which relies upon three major sources of funding: (1) state appropriations in the form of credit hour grants and other special grants, which together represent 31% of the colleges' revenues; (2) local funding through property tax assessments, which provides another 40.9% of the revenue; and (3) student tuition and fee charges, which contribute 23.1%. This section also includes a breakdown of total state appropriations from 1966 through 1988, of local property tax equalized assessed valuations for 1969 through 1987, and of changes in sources of college operating revenues between 1983 and 1988. Worksheets illustrating the state's community college funding plan are appended. (JMC)

ED 307 938 JC 890 298

Skau, George
Honors Programs at the Community College.
Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- May 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academically Gifted; *Academic Aspiration; Community Colleges; *Educational Objectives; *Financial Needs; *Honors Curriculum; *Student Motivation; Two Year Colleges

Community colleges are beginning to recognize that honors programs have a place in a comprehensive curriculum. Community colleges often experience problems attracting status-conscious, middle-class students, unless the institutions can convince the students and their parents that community colleges offer first-rate and academically challenging curricula. Honors programs can help improve the image and recognition of the schools, while providing a challenge to talented and motivated students. Honors programs vary among community colleges in terms of format, eligibility requirements, and academic standards. Typical formats include the following: (1) special honors sections of introductory or general education courses, most often in the liberal arts; (2) prescribed and structured honors curricula including several honors courses that all students must take; (3) core-oriented programs developed around a common theme and an interdisciplinary approach; (4) independent study; (5) regular courses in which enrolled honors students receive more challenging assignments, labs, and tests; and (6) comprehensive honors programs that encompass several of these approaches. Successful honors programs are generally characterized by mechanisms for recognizing the accomplishments of honors students; an enthusiastic, intellectually aware, and dedicated faculty; a program director committed to the program who has time for the administrative responsibilities that the position entails; and an advisory committee. Critics have argued that honors programs are inherently elitist, that they divert funds from the financially needy remedial students to middle-class gifted students. They warn that honors courses will isolate most of the brighter students, and they raise questions of faculty selection. If a college does decide to offer an honors curriculum, it should not be with the primary purpose of increasing enrollment or changing the institutional image, but rather in order to strengthen the college's educational mission and enhance its quest for excellence. (ALB)

ED 307 980 PS 018 030

Langhorst, Beth Hoover
Assessment in Early Childhood Education: A Consumer's Guide.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 162p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; Codes of Ethics; *Criteria; *Early Childhood Education; Guidelines; *Readiness; *Screening Tests; Test Norms; Test Reliability; Test Reviews; *Test Selection; *Test Use; Test Validity

Intended for use by early childhood practitioners who select and use early childhood assessment instruments, this guide provides information needed to judge instrument appropriateness and technical quality. The guide focuses mainly on standardized, broadly available instruments. Criteria for selecting instruments include publication after 1979, wide use, and provision of technical information. Other criteria concern whether the instrument targets children of 4-8 years of age and requires limited professional training for administration. The guide offers: (1) an overview of issues in early childhood testing; (2) a discussion of criteria for selection of instruments in general, and specifically, of those appropriate for developmental screening, readiness assessment, or instructional planning; and (3) discussions of the state of the art and prospects for the future, reviews of assessment instruments, and ways to choose an Early Childhood Education test. Appendices provide a code of fair testing, a list of reference works for early childhood assessment, and reviews or descriptions of over 50 early childhood assessment instruments. Reviews briefly describe the purpose of the instrument, test contents, administration format and procedures, scoring, norms, validity, reliability, utility, and availability. About 45 references are cited. (RH)

ED 308 011 PS 018 090

Newby, Robert F.; And Others
Phonological Processing, Verbal and Nonverbal Memory, and Attention in Dysphonetic and Dyseidetic Dyslexia.
PUB DATE- Apr 89
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989), and at the Joint Conference on Learning Disabilities (Ann Arbor, MI, June 1-3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention; Difficulty Level; *Dyslexia; Elementary Education; *Elementary School Students; *Memory; Phonology; Verbal Stimuli
IDENTIFIERS- Nonverbal Stimuli; Phonological Process Analysis

The main aim of this study was to compare children diagnosed as dysphonetic and dyseidetic on a number of mental processing variables to determine if opposite patterns of relative strength and weakness between the groups could be documented. Another aim was to externally validate the diagnostic criteria, which were based on standardized clinical tests of reading and related abilities. Two matched groups of 8- to 11-year-olds were selected by means of historically conventional criteria for diagnosis of dyslexia. The dysphonetic group (N=31) had poor nonword decoding and limited phonetic skills in spelling unknown words. The group also had more regular word miscues in relation to irregular word miscues at frustration level than expected. The dyseidetic group (N=18) showed the opposite patterns. Measures of rhyming, word segmentation, phonological integration, orthographic and phonological processing, verbal and nonverbal memory storage and retrieval, and parent-rated and clinically-tested attention were given to each group. Reliable differences between the groups in higher-level phonological skills, and trends toward developmental differences in lower-level phonological skills and an orthographic and phonological double dissociation, supported the validity of the subgroups. Memory and attention measures did not differ between the groups. (RH)

ED 308 039 RC 017 089

Kleinfeld, Judith
Learing To Think like a Teacher: The Study of Cases.
Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.
PUB DATE- Jun 88
NOTE- 36p.; For related document, see RC 016 885.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Case Studies; *College Instruction; Creative Thinking; Higher Education; *Multicultural Education; *Preservice Teacher Education; Problem Solving; Rural Schools; Teacher Response; *Teaching Models
IDENTIFIERS- Alaska; *Reflective Inquiry; Reflective Thinking

The reflective inquiry model of teacher education uses case methods to develop a particular professional way of thinking characteristic of expert teachers. Teaching cases play an important role in preparing teachers emotionally as well as intellectually for the problems of multicultural classrooms, and in legitimizing the discussion of crucial educational factors, such as teacher personality, that the positivistic research tradition ignores. "Malaise of the Spirit," a case about a teacher's response to the demoralization in a racially divided Alaskan high school, illustrates the way a case can give novices: (1) vicarious experience with the kinds of problematic situations characteristic of teaching; (2) a model of how an expert teacher frames and constructs educational problems; (3) a model of how a sophisticated teacher inquires about and reflects on such problems; (4) a stock of educational strategies for use in analogous problem situations; and (5) a sense that teaching is an inherently ambiguous activity requiring continuous reflection. This paper describes (1) the issues in the exemplary case; (2) the Teachers for Alaska program, which uses such cases to prepare teachers for small high schools in remote Native villages; (3) how the cases were written; and (4) how classes based on cases are conducted. This paper contains 16 references and a 5-page synopsis of the 52-page exemplary case. (SV)

ED 308 081 SE 050 678

Sadowski, Barbara
Math Skills Activities for Use with Newspapers.
PUB DATE- 81
NOTE- 59p.; Drawings may not reproduce well.
AVAILABLE FROM- Clayton International, Inc., 4384 Wheeler, Houston,
TX 77004-2615 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques
(For Practitioners) - Classroom Use - Instructional Materials (For
Learners) (051)
DESCRIPTORS- *Arithmetic; Decimal Fractions; Elementary School
Mathematics; Fractions; Graphs; Intermediate Grades; Junior High
Schools; *Learning Activities; Mathematical Applications;
*Mathematics Skills; *Middle Schools; *Newspapers; Secondary School
Mathematics; *Student Motivation; Whole Numbers

This document includes 50 activities for reinforcement, practice, and maintenance of basic mathematics skills. Activities are designed for middle school students. Skills include addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals as well as graphing and measurement. Activities are based upon a daily newspaper and require students to use the display ads, home, movies and TV, sports, stock market, and weather sections. Each page lists a specific mathematics skill, an estimate of time needed for students to complete the activity, and an extension activity for able or interested students. Pages are reproducible. A reproducible activity record sheet is included. (DC)

ED 308 096 SO 019 917

D'Addario, Alice
Participation in Government NR. A Guide for Teachers, Grade 12.
South Huntington Union Free School District, Huntington Station, NY.
PUB DATE- Sep 88
NOTE- 54p.
AVAILABLE FROM- South Huntington UFSD, c/o Robert Plaia, District Office, Weston St., Huntington Station, NY 11746 ($5.00 + $2.00 postage and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Controversial Issues (Course Content); Critical Thinking; Freedom of Speech; High Schools; *International Relations; *Moral Issues; Social Studies; *United States Government (Course)
IDENTIFIERS- Immigration; National Issues Forum; New York; Nuclear Weapons

The "Participation in Government" course is intended to be a culminating activity for social studies students in New York State high schools. Designed to have students apply prior knowledge in the determination of positions regarding vital public issues, the course is particularly crucial for non-Regents students, for it will, in many cases, represent a terminal exposure to significant questions in an academic setting. If students are to participate as intelligent citizens, they must develop and practice the skills which they will soon be called upon to utilize. This teacher's guide is for use in a course based on the "National Issues Forum Model" (described in the appendix). The specific issues dealt with are freedom of speech, immigration, the superpowers, and moral issues. A brief description of the course format is given. The guide is printed in the form of a series of questions which may be used to structure individual lessons, provide homework assignments, or to initiate class discussions. Unit 1, "Structure and Function of Government," contains lessons on topics such as citizenship, federalism, and the Constitutional Amendments. Unit 2, "Freedom of Speech," addresses the First Amendment, clear and present danger, and censorship. Unit 3, "Immigration--What We Treasure; Where to Draw the Line," explores student attitudes towards immigration, the effects of immigration, and illegal immigration. Unit 4, "The Superpowers--Nuclear Weapons and National Security," involves the study of U.S.-Soviet relations, nuclear arms concerns in both countries, and other common concerns of both nations. (DBA)

SP

ED 308 138 SP 031 019

Minnesota State High School League.
Minnesota State Office of the Legislative Auditor, St. Paul. Program Evaluation Div.
PUB DATE— Dec 87
NOTE— 99p.
AVAILABLE FROM— Office of the Legislative Auditor, 122 Veteran's Service Building, St. Paul, MN 55155 (free).
LANGUAGE— English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE— Reports - Evaluative/Feasibility (142)
DESCRIPTORS— *Accountability; Cost Effectiveness; Debate; Decision Making; *Extracurricular Activities; Extramural Athletics; Fine Arts; High Schools; *Program Effectiveness; *State Programs

The Minnesota State High School League administers a program of competitive athletic, musical, speech, and dramatics activities at district, region, and state levels. The league is a voluntary association of 433 public and 49 private schools. This monograph reports on a study of the league in regard to two questions: (1) Are policy-making and decision making mechanisms adequate to ensure the league's overall accountability? and (2) Are changes needed to make the league more efficient, effective, and accountable? The study examined the league's organization, budget, organizational status, and policies and procedures. It was concluded that the league's internal mechanisms for accountability are weak and the league lacks adequate outside oversight. Recommendations are made for providing better outside oversight and improving accountability. (JD)

ED 308 154 SP 031 233

[illegible], Roy F.; And Others
The Development of Commitment to Teaching.
PUB DATE— Apr 88
NOTE— 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE— English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE— Speeches, Conference Papers. "Papers Presented at..." (150) — Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS— Academic Advising; Academically Gifted; Career Choice; Higher Education; High School Students; Preservice Teacher Education; School Holding Power; Student Attitudes; *Student Recruitment; Teacher Education Programs; *Teaching (Occupation)

This paper examines the expressed commitment to teaching of 17 "high ability" students who were recruited as high school seniors for careers in teaching. During the 2-year recruitment phase of their collegiate program, changing levels of expressed commitment to teaching as a career choice were evaluated at three points using a combination of qualitative and quantitative research techniques. Data presented in this paper indicate that: (1) aspects of career commitment can be identified and described; (2) level and aspects of commitment are variable across time and may be influenced by institutional and personal factors; and (3) several of these factors may be influenced by faculty and curriculum of postsecondary education. It is argued that commitment to teaching as a profession and a career choice can be developed and nurtured prior to the beginning of what is typically considered "traditional" teacher training activities. The notion of a "sustained" stage of recruitment of students into teaching is thus proposed. (Author/JD)

A Self-Instructional Course in Student Financial Aid Administration.
Module 7: Calculating Cost of Attendance. Second Edition.
Office of Student Financial Assistance (ED), Washington, DC.; Washington Consulting Group, Inc., Washington, DC.

PUB DATE- 20 Aug 88
NOTE- 65p.; For related documents, see HE 022 181-198.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Responsibility; Administrator Role; Educational Finance; *Federal Aid; Federal Government; Federal Programs; Financial Support; Grants; Higher Education; Money Management; *Program Administration; Programed Instructional Materials; *Student Costs; *Student Financial Aid; *Student Financial Aid Officers
IDENTIFIERS- Department of Education; Higher Education Act Title IV; *Paying For College; Pell Grant Program

The seventh module in a 17-module self-instructional course on student financial aid administration (designed for novice student financial aid administrators and other personnel) teaches how to calculate the cost of attendance. It provides a systematic introduction to the management of federal financial aid programs authorized by the Higher Education Act Title IV. After completing this module, the administrator will be able to identify standard budget types, describe acceptable student budget expense categories, describe options available in constructing student budgets, and develop room and board costs for different living situations. Along with a pre-test, post-test, glossary, and acronyms, five sections focus on the following: (1) cost of attendance components; (2) the Pell Grant cost of attendance; (3) case studies for the Pell Grant cost of attendance; (4) cost of attendance for the campus-based and Stafford, Supplemental Loans for Students (SLS), and Parent Loans for Undergraduate Students (PLUS) programs; and (5) case studies for campus-based and Stafford/SLS/PLUS cost of attendance. Two appendices offer Pell Grant cost of attendance: fees component and low-income students and their dependents' living expenses in the campus-based/Stafford/SLS/PLUS cost of attendance. Contains four references. (SM)

ED 307 842 IR 013 805

Okey, James R.; And Others
Incorporating Instructional Theory in Instructional Design.
PUB DATE- Nov 88
NOTE- 19p.; Paper presented at the International Conference of the Association for the Development of Computer-Based Instructional Systems (30th, Philadelphia, PA, November 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programing); Educational Strategies; *Instructional Design; *Instructional Effectiveness; *Learning Theories; *Objectives; *Theory Practice Relationship

A persistent problem for instructional designers has been deciding exactly what to do. To be of value in the development process, an instructional design needs to be developed with consideration of the kinds of objectives to be achieved, the specific activities used to teach the objectives, and the order or sequence in which the learning activities occur. Instructional designers need prescriptive advice on teaching a full slate of human behaviors that range from memorizing facts to solving problems, and instructional theory can address these issues of what is being taught and how to teach it effectively. Two theories, Gagne's and Merrill's, both prescribe a system of classifying learning outcomes with a corresponding set of instructional strategies or steps. The prescriptive nature of both theories and their complementary macro-micro approaches to designing instruction make them adaptable to computerization. The Instructional Designer is a software package for use by instructional designers which incorporates these two theories. In order to examine the effectiveness of the Designer, a study was completed with students in a graduate class in instructional design. The conclusion drawn from this tryout with the Designer as a tool in the hands of novice developers is that the program helps to promote the creation of instruction with a high probability of being successful with students because the design incorporates events that instructional theory suggests are critical for learning. The text is supplemented by nine figures and a sample design is appended. (7 references) (EW)

ED 307 925 JC 890 284

Bers, Trudy H., Ed.
Using Student Tracking Systems Effectively. New Directions for Community Colleges, Number 66.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-1-55542-863-0
PUB DATE- 89
NOTE- 113p.
CONTRACT- RI-88-062002
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($14.95).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *College Admission; Community Colleges; *Educational Counseling; Management Information Systems; *Outcomes of Education; *Student Placement; Student Promotion; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Student Flow; *Student Information Systems

This collection of essays discusses some of the general concerns and issues related to tracking the flow of community college students through higher education. The chapters in the volume include: (1) "Tracking Systems and Student Flow," by Trudy H. Bers; (2) "Beyond the College: State Policy Impact on Student Tracking Systems," by Ann Kieffer Bragg; (3) "Keeping Your Admissions Office on Track: A Community College Perspective," by Alison Rutter Barrett; (4) "A Tracking Scheme for Basic Skills Intake Assessment," by Richard A. Voorhees and Sharon Hart; (5) "Computerized Tracking System for Underprepared Students," by Pat Smittle, Michael R. LaVallee, Jr., and William E. Carman; (6) "Tracking and Monitoring Students in Special Groups," by Melvin L. Gay and Costas S. Boukouvalas; (7) "Tracking Students in Community Colleges: The Unreported Challenges," by Trudy H. Bers and Alan M. Rubin; (8) "Student Intentions, Follow-up Studies, and Student Tracking," by Michael R. Stevenson, R. Dan Walleri, and Saundra M. Japely; (9) "LONESTAR: Texas's Voluntary Tracking and Developmental Education Evaluation System," by Stanley I. Adelman, Peter T. Ewell, and John R. Grable; (10) "Computers and Student Flow/Tracking Systems," by Judith W. Leslie; and (11) "Trends and Issues: Student Tracking Systems at Community Colleges," by Jim Palmer. (ALB)

ED 307 951 JC 890 312

Strategic Plan for Maryland Community Colleges.
Maryland State Board for Community Colleges, Annapolis.
PUB DATE- Jun 89
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *College Role; College Transfer Students; *Community Colleges; Educational Development; Educational Needs; Educational Objectives; Educational Quality; *Educational Trends; *Long Range Planning; Mission Statements; School Demography; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Maryland

Building upon previous plans and reports developed by the Maryland State Board for Community Colleges (MSBCC), this strategic plan identifies the possibilities that face the MSBCC and the community college system. After describing the statewide planning process for community colleges, the report provides an overview of higher education in Maryland; presents the mission, charter, powers, and duties of the MSBCC; and analyzes the mission of the community colleges in terms of functions, admissions, quality, educational delivery systems, program and student mix, areas and constituencies to be served, and finances. Next, a statistical profile is provided, including data on enrollments; student characteristics; degrees and certificates awarded; current employment/educational status of graduates; revenue; average cost per student; tuition; number of administrators, faculty, and other employees; and physical facilities. The next section highlights the most significant internal issues and trends, including the importance of low tuition, the inadequacy of financial aid, state and regional training needs, and special challenges for economically depressed areas. Next, external issues and trends are discussed in the areas of demography, economics, technology, and business and industry. Finally, the eight strategic priorities of the system are presented: (1) enhance instruction; (2) strengthen the transfer process; (3) increase financial access for students; (4) promote recognition of community colleges; (5) improve facilities; (6) develop human resources; (7) increase support for economic development initiatives; and (8) strengthen public funding. (ALB)

ED 307 996 PS 018 056

Bohl, Nancy

Research Study of the Pre-First Program, Springfield Local Schools (Holland, Ohio).

PUB DATE- Jan 89

NOTE- 10p.; Paper presented at the Association for Childhood International Study Conference (Indianapolis, IN, April 6-9, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; *Elementary School Students; *Grade Repetition; Longitudinal Studies; Primary Education; *Program Effectiveness; Program Evaluation; *Student Improvement; *Student Participation

IDENTIFIERS- *Nonparticipation; *Pre First Program

The Pre-First classes in Springfield Local Schools, Holland, Ohio, are designed to serve developmental needs of primary school children. The district-wide program serves children of normal intelligence who are developmentally young. A screening and placement process is used. Children are placed in the classes only by parental consent to the school's recommendation. This longitudinal research study followed children who: (1) attended the pre-first program; (2) were recommended for the program and did not attend; and (3) were recommended for the program, did not attend, and were later retained. A total of 589 students were followed from the 1980-81 school year through the 1987-88 school year. Teachers responded to questions concerning proper placement, self-concept, work habits, attitude toward school, reading and math progress, and special services. Results showed that in reading and math the pre-first year group had higher ratings than the nonattendance group. Teacher judgement of proper placement showed a much higher percentage of children in the nonattendance group rated not properly placed. The pre-first year group had higher positive self-concept, and more positive attitudes toward school and satisfactory work habits in several grade levels. (Author/RH)

ED 308 025   RC 016 850

de la Rosa, Raul
1986 Washington State Program for Migrant Children's Education.
Washington Office of the State Superintendent of Public Instruction, Olympia.
REPORT NO.- IPS-655-85
PUB DATE- 85
NOTE- 89p.; For related documents, see RC 016 851-852.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; *Educational Assessment; Educational Finance; *Educational Needs; *Educational Objectives; Elementary Secondary Education; Eligibility; *Migrant Children; *Migrant Education; Migrant Youth; Program Administration; Program Content; *Program Design; Program Evaluation; State Federal Aid
IDENTIFIERS- ECIA Chapter 1 Migrant Programs; *Washington

This comprehensive report on the Washington State program for migrant children's education was compiled by the state department of education in order to comply with federal and state funding requirements. This report consists of two major parts. The first part contains completed copies of forms and letters as required by the funding agency along with budget information, a letter of projected carryover and statement of use; and notifications to public for review of draft FY 1986 state plan. The second part contains the narrative section with separate areas of discussion. Discussion includes: inservice training, student instruction, migrant education summer programs, special education programs, interstate cooperation, parent involvement, early childhood, identification and recruitment, Migrant Student Record Transfer System (MSRTS), Skills Information System (SIS), media, health, and special programs for secondary migrant students. Each area includes a discussion of the need along with a listing of objectives. The evaluation design and the program review process also are included as pertinent information. (PS)

ED 308 110   SO 019 950

Grendler, Paul F.
The Development of the Humanistic Curriculum in Fifteenth-Century
  Italy.
PUB DATE - 28 Dec 88
NOTE - 17p.; Paper presented at the Annual Meeting of the American
  Historical Association (103rd, Cincinnati, OH, December 27-30,
  1988).
LANGUAGE - English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143) Speeches, Conference
  Papers, "Papers Presented at...." (150) Historical Materials (060)
DESCRIPTORS - *Classical Literature; *Curriculum Development;
  *Educational Change; Educational Trends; Foreign Countries; Greek;
  Greek Literature; *Humanities; *Humanities Instruction; Latin;
  Secondary Education; Teacher Role
IDENTIFIERS - Cicero; Humanists; *Italy; *Renaissance

One of the major changes in educational practices occurred during the Italian Renaissance, when a system of pre-university education based on a thorough grounding in the Latin, and to a lesser extent, the Greek classics began. This change started in early 15th century northern Italy and lasted until well into the 20th century. Italian school children of the 14th century followed a normative medieval curriculum which consisted of reading such medieval authors as Donatus, Cato, and Theodulus. Although classical authors were taught along with medieval textbooks, they did not dominate. The early humanist scholars stressed the purposes and promise of humanistic education. Foremost among these scholars was Guarino Guarini of Verona (1374-1460). A handful of pedagogical pioneers won the support of a few political leaders who sponsored their local schools in a small region of northern Italy. Cicero's works became the most important texts in humanistic schools. By 1490 or 1500 the humanistic curriculum must have been universal in Italian schools. Humanistic studies then spread to northern Europe. (DB)

ED 308 170 SP 031 263

Frusher, Susan S.; Newton, Sue
Characteristics of Students Entering the Teaching Profession.
Pub Date—Dec 87
Note—19p.; Paper presented at the Oklahoma Educational Research Symposium (December, 1987).
Language—English
EDRS Price - MF01/PC01 Plus Postage.
Pub Type—Speeches/Conference Papers, "Papers Presented at..." (150) — Reports - Research/Technical (143)
Descriptors—*Career Choice, Economic Factors, Education Majors, Higher Education, Preservice Teacher Education, *Student Attitudes, *Student Characteristics, *Teaching (Occupation)
Identifiers—*Northeastern State University OK

This study examined selected characteristics of students entering the teaching profession. Student attitudes regarding the teaching profession, student reasons for selecting teaching as a career, and student reasons for attending Northeastern State University (NSU) in Oklahoma were included. Relationships between selected personal and academic characteristics and reasons which have not been emphasized in the literature were also examined in this study. Subjects for the study were 235 students enrolled in a required introduction to education course at NSU. Observations made from data gathered indicated that there are more females than males, more whites than non-whites, and more students from small high schools than large schools entering the teaching profession. Most students regard teaching as a profession and have chosen it as their first career choice. Reasons for attending NSU included its closeness to home and strong academic reputation. The assumption is made that a large portion of education students entering the teaching profession in Oklahoma are willing to move if a job is offered. (JD)

ED 307 801 FL 017 990

Williamson, Julia
Vocabulary Acquisition: New Findings.
PUB DATE- Mar 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (23rd, San Antonio, TX, March 7-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Context Clues; English (Second Language); *Language Processing; Language Research; Learning Strategies; *Mnemonics; Reading Comprehension; *Retention (Psychology); Second Language

Instruction; Semantics; *Vocabulary Development

The difference between acquiring knowledge of a word's meaning and knowing a word well enough for it to aid in the comprehension of a text is investigated by reviewing the most recent findings in the field of vocabulary acquisition. The assumption that vocabulary items are learned through context when the meaning of unknown words can be gleaned from contextual clues is questioned. Even when comprehension of a text is achieved by way of contextual clues the new vocabulary encountered has not necessarily been learned. The vocabulary has been understood in the context of that reading passage, but those same words, if presented out of context, may not be understood by the student. Among the pedagogical implications of depth of processing and its emphasis on the importance of semantic stimuli in vocabulary learning, is that students should be encouraged to develop their own individual learning strategies that allow them not only to retain the vocabulary but to retrieve it. Mnemonic devices, such as the keyword method, help students to develop a deeper understanding of the vocabulary. (DJD)

ED 307 816 FL 018 026

English Teaching Profile: Venezuela.

British Council, London (England). English Language and Literature Div.
PUB DATE- Jan 89
NOTE- 29p.
AVAILABLE FROM- British Council, 10 Spring Gardens, London SW1A 2BN, United Kingdom.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Creative Writing; *Curriculum Design; Elementary Secondary Education; *English (Second Language); Foreign Countries; Futures (of Society); Higher Education; Institutional Administration; Intercultural Communication; Language Research; *Language Role; Language Teachers; Literature; Preschool Education; *Second Language Instruction; Teacher Education; *Teacher Education Curriculum
IDENTIFIERS- *Venezuela

The current role and status of the teaching of English-as-a-Second-Language (ESL) in Venezuela is discussed, and it is maintained that, in addition to being necessary as a medium for information exchange with the technically advanced countries, English has also assumed an important role in communications between Venezuela and other developing nations. The Venezuelan educational system is briefly described, and the role of English in the system is explained at the pre-school, basic, middle diversified, and higher educational levels. The training of ESL teachers in Venezuela is also described at the various levels of teacher preparation, including such topics as in-service training and postgraduate level training; the teaching of English literature; and materials support, including availability of materials, educational texts, and other resources. Educational administration is discussed as it relates to the teaching of ESL, and the future of English within the Venezuelan educational system is described. The teaching of ESL outside the educational system, in both private schools and in language schools, is described, and British and American support organizations for the teaching of ESL are listed. The role of creative writing is also discussed. Current research initiatives are cited, and a short bibliography is provided. (DJD)

The 1989 Educational Software Preview Guide.
Educational Software Evaluation Consortium, Menlo Park, CA.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-924667-41-9
PUB DATE- 88
NOTE- 109p.; This 1988-89 guide was developed at the California Software Evaluation Forum (Menlo Park, CA, May 9-12, 1988). For the 1987 Preview Guide, see ED 289 482. Titles on inside and outside cover page differ slightly.
AVAILABLE FROM- International Council for Computers in Education,

University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($8.00, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Authoring Aids (Programing); Computer Graphics; Computer Software Reviews; *Courseware; Elementary Secondary Education; *Evaluation Criteria; *Instructional Material Evaluation; Material Development; Mathematics Instruction; *Microcomputers; Problem Solving; Science Instruction; Second Language Instruction; Social Sciences
IDENTIFIERS- Software Evaluation

Developed to help educators locate microcomputer software programs they may want to preview for students in grades K-12, this guide lists commercially available instructional software programs that have been favorably reviewed by members of the Educational Software Evaluation Consortium. Programs are arranged alphabetically by title within curriculum areas: art; business education (accounting/bookkeeping, economics, and typing); computers; electronic periodicals; health, instructional tools (authoring system, classroom management, database, graphics generator, instructional materials generator, spelling checker, spreadsheet, student study aid, telecommunications, and word processor); keyboarding; language arts; library media skills; mathematics (advanced mathematics, algebra, geometry/measurement, number, problem solving and statistics); music; preschool/early childhood; problem solving/logic; science (astronomy, biology, chemistry, earth science, environmental education/ecology, general science, physics, and scientific method/lab equipment); social science (economics, geography, government/political science, history, and sociology); tests and testing; vocational education/industrial arts; world languages (French, German, Spanish, and language tool). Information provided for each program includes the title, publishers, computer and instructional mode specifications, grade level(s), price, and a very brief annotation. A list of review participants, abbreviation keys, an alphabetical list of titles, publishers' addresses, 11 articles and a policy statement on software use, review, and evaluation, eight of which are reprints from Computers in Composition Instruction or The Computing Teacher are also included. (EW)

ED 307 965　　　　　　　　　　PS 017 772

Child Care. Hearing Before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, Second Session (April 21, 1988).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 88

NOTE- 428p.; Serial No. 100-91. Contains some pages of small type.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-05112-1, $12.00).

LANGUAGE- English

EDRS Price - MF01/PC18 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Day Care; *Delivery Systems; Early Childhood Education; Federal Government; *Federal Legislation; *Government Role;

Hearings; Policy Formation; *Public Policy

IDENTIFIERS- Congress 100th; Illinois; Proposed Legislation; State Regulation

A hearing was held to explore the issue of child care. Opening remarks identifed potentially troublesome issues. Questions considered included: Should money go to parents or providers? Who will regulate and who will be regulated? Should any particular form of care be preferred? What is the magnitude of the child care problem? How much financial assistance do parents need to be able to afford child care? How can high quality care be measured? Testimony focused on: (1) the worth of the Act for Better Child Care (ABC); (2) day care regulation in Illinois; (3) fundamental principles for guiding the development of public policies bearing on day care; (4) merits of the Child Care Services Improvement Act; (5) myths about child care; (6) the present national child care context; (7) unclear points in the day care debate and related media reports; (8) views of the National PTA; (9) views of the American Enterprise Institute on the costs of federal child care assistance; (10) views of the Eagle Forum; (11) how day care harms children; (12) high quality programs for preschool children; (13) views of private providers of day care; (14) the Delaware State Chamber of Commerce's Child Care Connection; (15) research findings on the economic realities of present child care arrangements; (16) views of the National Child Care Association; (17) the federal role in day care; (18) bias in the ABC; and (19) views of other organizations. (RH)

ED 308 065 SE 050 608

Connell, Michael L.
Microcomputer Referents in Elementary Mathematics: A Sample Approach.
PUB DATE- 89
NOTE- 21p.; Paper presented at the International Association for Computers in Education (San Francisco, CA, March 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; *Computer Assisted Instruction; Computer Uses in Education; *Concept Formation; Elementary

Education; *Elementary School Mathematics; Learning Theories; Logical Thinking; Models; *Problem Solving; *Teaching Methods

The mathematical experiences of elementary students often focus on memorizing facts and rules as opposed to making sense of the subject and developing problem solving skills. Students spend large amounts of time processing, memorizing and sorting collections of data which are tasks well performed by computer technology. To correct this situation, this paper describes an instructional model for problem solving. The learner proceeds through four problem types (manipulations, sketches, mental pictures, and abstractions) using the phases memory/recall, instructor-posed problem, and self-posed problem for each problem type. A sample application is given showing computer-assisted instruction. Included are 42 references. (DC)

ED 308 125 SO 020 002

Education in the Republic of China.
Ministry of Education, Taipei (Taiwan).
PUB DATE- 88
NOTE- 70p.; Prepared by the Bureau of Statistics. Charts/figures printed in color may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational History; Educational Legislation; Elementary Secondary Education; Foreign Countries; Higher Education; *School Demography; *School Statistics; Special Education; *Student Characteristics; Supplementary Education; Teacher Education; Teacher Salaries
IDENTIFIERS- *Taiwan

This document describes in detail the history and structure of the Republic of China's educational system. Section 1 includes charts detailing school density and changes in school population since 1950. Section 2 addresses the aim of education and its legal background. Section 3 presents a synopsis of current school regulations at all levels. Section 4 describes the educational administrative system and functions, including an organizational chart. Section 5 illustrates the organization of educational administrative agencies. Section 6 examines the organization of a public university, a high school, and an elementary school. Section 7 summarizes school patterns, listing qualifications of admission, periods of study, and conditions of graduation. Section 8 surveys educational expenditures. Section 9 outlines teacher qualifications. Section 10 addresses teacher remuneration. Section 11 discusses in-service training and advanced study for teachers. Section 12 covers welfare provisions for teachers. Section 13 deals with curriculum, teaching materials, and equipment. Section 14 describes the current condition of schools. Section 15 presents detailed charts about students and population. Section 16 outlines the categories of vocational, university, college, and junior college students. Section 17 discusses social education. Section 18 describes youth recreational activities. Section 19 examines the international cultural interflow--students studying in Taiwan and Taiwanese students studying abroad. Section 20 briefly summarizes Taiwan's educational aims. Numerous graphs and charts are used to present data. (GEH)

ED 308 139 SP 031 196

McLaughlin, H. James
Prospective Teachers and the Experiential Context of Inquiry.

PUB DATE - Oct 88
NOTE - 29p.; Paper presented at the Florida Conference on Reflective Inquiry: Contexts and Assessments (Orlando, FL, October 20-22, 1988).
LANGUAGE - English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Programs/Project Descriptions) (141)
DESCRIPTORS - *Educational Environment; Experiential Learning; Higher Education; *Inquiry; Interaction Process Analysis; Interpersonal Relationship; Organizational Climate; Perspective Taking; Preservice Teacher Education; Student Teacher Attitudes; *Student Teachers; Teaching Experience

A common aim of teacher education is to have prospective teachers inquire about their teaching. In that regard, there has been concern about the effects of contexts within which such inquiry takes place. Recent deliberation and research about context has tended to focus on the structure and content of teacher education courses, the environmental nature of student teaching sites, or relationships in the student teaching triad. The paper attempts to clarify what contexts we might consider when talking about prospective teachers, and what questions we might raise about the relation of inquiry and context. The purpose of the discussion is to highlight how one's interpretations and re-interpretations of experience should be examined as contexts of inquiry. (Author)

ED 308 155 SP 031 239

The University of Arizona Cooperating Teacher Project. Final Report: Project Portrayal; Program Assessment Report; Practice Profile.
Arizona Univ., Tucson. Coll. of Education.
SPONS AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 29 Sep 88
NOTE- 94p.
CONTRACT- 400-85-1029
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Cooperating Teachers; Higher Education; Preservice Teacher Education; *Program Development; *Program Evaluation; *Student Teaching; Training Objectives

A description is given of a 3-year project to improve the student teaching component of the teacher education program at the University of Arizona. The project focused on the improvement of selection and training of cooperating teachers and the development of a qualified corps of clinical faculty. Close collaboration between the college and the school necessary to the project was accomplished through a task force of collaborators from each institution. The task force addressed two salient problems: (1) the haphazard selection procedures for cooperating teachers; and (2) nonexistent or inadequate training for the role of cooperating teacher. Better selection procedures were developed and a university course designed specifically for helping cooperating teachers prepare for work with student teachers was initiated. By reorganizing the student teaching component under one office, efforts focused on developing well-defined procedures to cover several important aspects of student teaching: (1) application for student teaching; (2) eligibility; and (3) agreement between cooperating teacher and student teacher. The first section of this report describes the development and implementation of the project. Section 2 provides an assessment report describing major questions, methodology, and results for each major objective of the project. A practice profile is included outlining ideal, acceptable, and unacceptable practices for the project. (JD)

ED 306 186 SP 031 011

[illegible], William E.; [illegible], Gary
Teaching Excellence: Perspectives of First Year University Scholars
and Their High School Teachers.
Ohio Univ., Athens. Coll. of Education.
Pub Date— Mar 89
Note— 47p.
Language— English
EDRS Price - MF01/PC02 Plus Postage.
Pub Type— Reports - Research/Technical (143)
Descriptors— Academic Ability, Affective Behavior, *College Freshmen, Excellence in Education, Higher Education, High Schools, Preservice Teacher Education, Secondary School Teachers, *Student Evaluation of Teacher Performance, Student Motivation, Teacher Characteristics, *Teacher Effectiveness, *Teacher Student Relationship

One hundred first year scholars in highly selective programs in five American universities took part in a preliminary study of outstanding high school graduates and the teachers who had contributed in special ways to their academic success. Fifty-three teachers who were identified by the scholars participated in the study by providing information about themselves and by commenting on selected aspects of teaching and teacher preparation. These teachers were most frequently highly experienced in teaching, a large majority of them held masters degrees, and as a group they had been above average, academically, as undergraduate students. The students and the teachers they identified as having been important to academic success, generally agreed upon the characteristics of outstanding teachers. Characteristics of an affective nature were most frequently mentioned by both students and teachers. The characteristic selected by the majority of both groups was the ability to motivate and challenge students. It is suggested that more studies should focus on the interactive relations of teacher and student. (JD)

ED 307 870 IR 052 755

Wallace, Danny P.

A Multidisciplinary Education Curriculum for the Design, Installation and Maintenance of Automated Library Systems. Final Report.
Louisiana State Univ., Baton Rouge. Library School.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- Dec 88
NOTE- 19p.
GRANT- CLR-3023/802
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Science Education; *Curriculum Development; *Degree Requirements; Formative Evaluation; Graduate Study; Higher Education; *Information Science; Interdisciplinary Approach; Interviews; *Library Automation; Library Education; *Program Evaluation
IDENTIFIERS- *Library Science Education; *Louisiana State University

A comprehensive interdisciplinary program for educating library automation specialists has been developed at Louisiana State University. It consists of three programs: (1) a Master of Library and Information Science/Master of Science in Systems Science program; (2) a Certificate in Library Automation; and (3) a Ph.D. in Computer Science, for which an information science minor is administered by the School of Library and Information Science for the Department of Computer Science. Four students who had completed a Certificate in Library and Information Science, which grew out of the Certificate in Library Automation program, were interviewed upon completion of the program and again in December 1988. The students were generally supportive of the program and its positive effect upon their careers. Although they found the program to be deficient in the area of hands-on experience with automated systems, they commented that it was difficult to learn everything desired in the short amount of time available. An evaluation of the joint master's degree program showed two problems--the lack of student background when entering the systems degree portion of the program, and a lack of desire to finish both degrees when the student becomes very marketable as an information professional with only the one degree completed. The programs continue to be evaluated and revised, although it is expected that in time, with the growth of library automation, it will not be necessary to engage in such heavy recruitment to enroll students in the programs. (EW)

Pinelli, Thomas E.; Glassman, Myron
An Evaluation of Selected NASA Scientific and Technical Information Products: Results of a Pilot Study.
National Aeronautics and Space Administration, Hampton, Va. Langley Research Center.
REPORT NO.- NASA-TM-101533
PUB DATE- Jan 89
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aerospace Technology; *Engineers; Information Sources; *Information Utilization; Pilot Projects; Questionnaires; *Research Reports; *Scientific and Technical Information; *Scientists; Use Studies
IDENTIFIERS- *National Aeronautics And Space Administration

A pilot study was conducted to evaluate selected NASA (National Aeronautics and Space Administration) scientific and technical information (STI) products. The study, which utilized survey research in the form of a self-administered mail questionnaire, had a two-fold purpose--to gather baseline data on the use and perceived usefulness of selected NASA STI products by aeronautical engineers and scientists and to develop/validate questions that could be used in a future study on the role of the U.S. government technical report in aeronautics. The study population comprised 2,000 randomly selected members of the American Institute of Aeronautics and Astronautics (AIAA) with academic, government, or industrial affiliations in the United States; 353 usable questionnaires were received by the cutoff date. The results showed: (1) the surveyed engineers and scientists are ardent consumers of STI, with the highest use rate for NASA technical reports (77.6%), followed by NASA-authored journal articles (68.7%) and NASA-authored conference/meeting papers (66.6%); (2) of the engineers and scientists who attended NASA-sponsored conferences and meetings (51.6%), 90% indicated that these conferences/meetings are important sources of information; (3) overall, the use rate for the NASA announcement and current awareness media is low, but those engineers and scientists familiar with them find these materials to be easy to use, current, and to have adequate scope and coverage; (4) over three fourths of those surveyed obtained NASA technical reports from their libraries and used these reports for research purposes; and (5) the surveyed engineers and scientists judged the NASA STI products to be of good quality, with the technical reports judged to have very good format/organization and adequacy and accuracy of both data and visual presentation. The text is supplemented by 50 tables and four appendixes, including copies of the survey instrument and data. (21 references) (EW)

ED 307 898 IR 052 788

Mathews, Anne J., Ed.
Rethinking the Library in the Information Age. Volume III. Building an Infrastructure for Library Research.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- LP-89-717
PUB DATE- 88
NOTE- 75p.; For Volumes I and II, see ED 301 226 and ED 301 227.
CONTRACT- 300-86-0089
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Access to Information; Higher Education; *Information Science; Library Associations; *Library Research; *Library Role; *Library Science; Library Services; Matrices; *Policy; Preservation; Research Libraries; Technological Advancement
IDENTIFIERS- *Organizational Structures; *Research Infrastructure; Think Tanks

This report is the third in a set of three reports from the project, "Issues in Library Research: Proposals for the 1990s," which was launched in September 1986 to investigate library and information science issues in order to assess the current state of the profession and identify a research agenda to lead into the next decade. This volume presents five papers: (1) "Overview of Position Papers and Discussion" (Robert M. Hayes); (2) "The Role of Professional Library Associations in Creating an Infrastructure for Research in Library and Information Science" (Miriam Drake, Jeffrey Katzer, Mary Jo Lynch, Ann Prentice, Robert Wedgeworth, and Julie Virgo); (3) "A Library Think Tank: Creating an Independent Center for Library-Oriented Information Research and Policy Studies" (Kathleen Eisenbeis, Sul Lee, Barbara Markuson, Ruth Person, and Duane Webster); (4) "Research Libraries or Library Consortia as the Basis for Creating a Research Infrastructure in Library and Information Science" (Nancy Kranich, Pat Molholt, Paul Evan Peters, Frank Polach, Karin Trainer, and Jerome Yavarkovsky); and (5) "University-Based Models: Creating Centers for Research in Library and Information Science" (Mary Biggs, Deanna Marcum, Jane Robbins, Abraham Bookstein, and Kathleen Heim). The four position papers, along with the matrix analyzed in the introduction, offer very specific suggestions and proposals, as well as reminders of the obstacles to be faced. A list of the participants in this phase of the project is included. (CGD)

ED 307 912 JC 890 271

Linthicum, Dorothy S.
The Dry Pipeline: Increasing the Flow of Minority Faculty.
National Council of State Directors of Community-Junior Colleges.

PUB DATE- May 89
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Affirmative Action; College Faculty; Community Colleges; Faculty College Relationship; *Faculty Integration; Faculty Promotion; *Faculty Recruitment; *Minority Groups; National Surveys; Two Year Colleges

Drawing from a review of the literature and a survey of state directors of community college education nationwide, this report highlights innovative ideas and programs used by colleges and states to increase the number of minority faculty at community colleges. Introductory sections describe the purposes and methods of a 1988 study of minority faculty at two-year colleges, institutional and state efforts and long-range plans to recruit minority faculty, and cooperative relationships with graduate schools and professional associations. The next section reviews data on minority underrepresentation on college faculties across the nation, their concentration in lower-level and untenured positions, and wide variations among institutions and states. After a brief review of data on minority participation and degree attainment in higher education, the report lists a number of short- and long-range strategies that have been implemented by individual colleges and states. A descriptive statement about each strategy and, where possible, the name and address of a contact person are provided. In addition, strategies recommended in the literature are cited. Concluding comments stress the need for leadership in affirmative action, and underscore the responsibilities of states, trustees, faculty, and colleges. The survey instrument is appended. (ALB)

ED 308 012 PS 018 091

Best, Catherine; McRoberts, Gerald
Phonological Influence on Infants' Perception of Two Nonnative Speech Contrasts.
PUB DATE- Apr 89
NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Auditory Discrimination; Auditory Perception; *Individual Development; *Infant Behavior; *Phonetics
IDENTIFIERS- Developmental Patterns; *Native Language

Young infants discriminate both native and nonnative phonetic contrasts, but 10- to 12-month-olds and adults fail to discriminate some nonnative contrasts. To explain this, Best, McRoberts, and Sithole (1988) hypothesized that at the age of 10-12 months, a phonological influence begins by means of which nonnative sounds are assimilated to native categories when possible, and are perceived in auditory or nonspeech terms when they are not assimilable. Best et al. tested English-language infants and adults on discrimination of a Zulu click contrast that was not assimilable to English phonological categories. As predicted, the clicks were discriminated up to 14 months and even into adulthood, suggesting that the perceptual reorganization toward the end of the first year reflects phonological development. The study by Best et al. had not directly compared single-category assimilable and non-assimilable contrasts. The present study compared English-learning infants' discrimination of the Zulu clicks and of a single-category assimilable contrast, the Thompson glottalized stops, and an English stop contrast. As expected, 6- to 8-month-olds discriminated the English and nonnative contrasts. However, 10- to 12-month-olds discriminated only the Zulu and English contrasts. These findings strengthen the evidence that the perceptual reorganization that occurs by 10-12 months reflects phonological development. (RH)

ED 308 040 RC 017 092

Pudup, Mary Beth
The Limits of Subsistence: Agriculture and Industry in Central Appalachia.
PUB DATE- Mar 89
NOTE- 38p.; Paper presented at the Appalachian Studies Conference (Morgantown, WV, March 17-19, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agriculture; *Economic Development; Economic Research; Environmental Influences; *Industrialization; Rural Areas; *Rural Development; *Rural Economics; Socioeconomic Influences
IDENTIFIERS- *Appalachia (Central); Appalachian Studies; Kentucky (East); Nineteenth Century; Regional History; *Subsistence Farming

Current interpretations of central Appalachia's chronic poverty focus on the region's economic dependence on the bituminous coal industry, controlled by absentee investors and serving an external market. Such theories overlook the ways in which the agricultural sector shaped subsequent industrial development. By analyzing the farm economy of 16 southeastern Kentucky counties during the 19th century, this report illuminates the developmental links between central Appalachia's agrarian and industrial sectors. During the 1830s and 1840s a market for mountain livestock existed in the newly opened cotton areas of the deep South. Nevertheless, by 1850 Appalachian farm production was organized around simple subsistence rather than commercial production. With cheap land and abundant family labor, mountain farmers were not compelled to produce for the commercial market. External conditions also affected the direction taken by Appalachia's farm economy as productivity-enhancing farm equipment, emerging transportation systems, and newly established agricultural colleges aimed at the commercially competitive flatland farmer. When pitted against assured prospects elsewhere, the mountain region could not sustain the interest of investors. Further, the supply and demand conditions characteristic of subsistence farming precluded the development of industries producing farm inputs or processing farm surpluses. This inhibition of industrial capital formation meant that local capital was not available to develop the region's timber and coal resources for export. When the bituminous coal industry arrived to satisfy the resource demands of distant industry, absentee investors met with little competition for control of Appalachia's modern industrial economy. This report contains 48 references. (SV)

ED 308 053 RC 017 151

Vizenor, Gerald, Ed.
Narrative Chance. Postmodern Discourse on Native American Indian Literatures.
REPORT NO.- ISBN-0-8263-1117-2
PUB DATE- 89
NOTE- 236p.
AVAILABLE FROM- University of New Mexico Press, Albuquerque, NM 87131 ($29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Creative Works (Literary and Dramatic) (030) Collected Works - General (020)
DESCRIPTORS- *American Indian Literature; American Indians; Essays; *Literary Criticism; *Novels; United States Literature
IDENTIFIERS- *Native Americans; *Postmodernism

Native American literary works have often been ignored by serious critics or examined by social scientists in ways that rob them of their effectiveness as works of art. The emphasis of postmodern theory on the creative power of language, on narrative discourse, and on signs and semiotics allows an original and perceptive approach to Native American literature. The 11 critical essays in this collection focus on translation and representation in tribal literatures, comic and tragic world views, trickster discourse, and on selected works by novelists N. Scott Momaday, Leslie Marmon Silko, D'Arcy McNickle, Louise Erdrich, Gerald Vizenor, and other Native American authors. The essays are "A Postmodern Introduction" by Gerald Vizenor; "Technology and Tribal Narrative" by Karl Kroeber; "'The Way to Rainy Mountain': Momaday's Work in Motion" by Kimberly Blaeser; "The Dialogic of Silko's 'Storyteller'" by Arnold Krupat; "Tayo, Death, and Desire: A Lacanian Reading of 'Ceremony'" by Gretchen Ronnow; "Textual Perspectives and the Reader in 'The Surrounded'" by James Ruppert; "Opening the Text: 'Love Medicine' and the Return of the Native American Woman" by Robert Silberman; "The Trickster Novel," by Alan Velie; "Ecstatic Strategies: Gerald Vizenor's 'Darkness in Saint Louis Bearheart'" by Louis Owens; "Metalanguages" by Elaine Jahner; and "Trickster Discourse: Comic Holotropes and Language Games" by Gerald Vizenor. This book includes bibliographies, notes on contributors, and an index. (SV)

ED 308 082 SE 050 688

McCormick, Susan, Comp.
The ASTC Science Center Survey Education Report and Directory.

Association of Science-Technology Centers, Washington, D.C.
SPONS AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-944040-15-2
PUB DATE- 88
NOTE- 188p.; Photos and charts may not reproduce well.
AVAILABLE FROM- Association of Science-Technology Centers, 1413 K Street, NW, 10th Floor, Washington, DC 20005-3405 ($25.00 members, $40.00 nonmembers including directory).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Tests, Questionnaires, Evaluation Instruments (160) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Facilities; *Resource Centers; Science Activities; Science Education; *Science Programs; Sciences; *Science Teaching Centers; Scientific Personnel; Surveys; Technology

This publication on science education programs is the second in a three-part series of reports that summarizes the results of the Association of Science-Technology Centers' (ASTC) Science Center Survey, conducted among nearly 200 science museums and science centers in 1987. Reports on exhibits and on administration and finance comprise the rest of the series. Major topics included are: (1) "History of the ASTC Science Center Project"; (2) "Science Education Programs Today"; (3) "Kinds of Programs Offered by Science Centers"; (4) "What It Takes to Run a Programs Department"; (5) "What Is a Successful Education Program"; and (6) "Future Audiences for Science Center Programs." Footnotes and bibliography, survey questionnaire, respondents to this survey, and an education program directory are also provided. (YP)

ED 307 939   JC 890 299

Wagner, Mary Lou
The Why and How of Mandated Assessment in New Jersey.
Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- May 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
  Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Tests; Administrator Attitudes; Community
  Colleges; *Educational Assessment; *Government School Relationship;
  *Outcomes of Education; Self Evaluation (Groups); *Statewide
  Planning; *Testing Programs; Two Year Colleges
IDENTIFIERS- *College Outcomes Evaluation Program NJ

Three aspects of institutional assessment are considered in this paper: the historical development of the postsecondary assessment movement; New Jersey's mandated College Outcomes Evaluation Program (COEP); and the response of the state's community colleges to the program. The first section traces the emergence of concern among national policy makers about the quality of undergraduate education and examines state-level responses to these concerns. The next sections review the positions put forth by those who oppose and support assessment. Educators' concerns about threats to academic freedom, the expenditure of state funds for questionable returns, and the misuse of effectiveness measures are noted, as well as opposing views of the movement as a very positive trend. Three major types of assessment programs are described: (1) those focusing on program improvement; (2) those ensuring that all graduates possess basic academic competencies; and (3) those intended to assist in budget decisions and accountability. Next, the COEP is explained. After providing background information, the paper enumerates COEP's major intended provisions, including a common statewide assessment of general intellectual skills; institutional assessment of general education outcomes; faculty assessment of students' learning; and an assessment of students' personal development and satisfaction. Final sections summarize interviews with three COEP administrators concerning funding, barriers to COEP implementation, perceived benefits, and the use of results; and with three community college COEP directors, regarding the value of COEP, and their concerns about funding, the use of outcomes, and the extent of state involvement. (ALB)

ED 307 952 JC 890 313

Brown, Richard
Technology Literacy: A Key to the New Basic Skills.
PUB DATE- Mar 89
NOTE- 13p.; Paper presented at the American Technical Education Association's National Conference (26th, Fort Worth, TX, March 16-19, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; *Educational Needs; *General Education; Labor Education; *Labor Force Development; Postsecondary Education; Problem Solving; *Technical Education; *Technological Literacy; Vocational Education

The United States needs a vocational educational system that delivers, in an applied technological setting, the new basic skills that industry needs, as well as a general education system that provides creative instruction in applied math, physics, and science. To be effective, technological training should encompass, along with machine-specific training, four components: (1) the basic reading, math, and study skills needed to cope with training for new technologies; (2) problem-solving skills that will enable workers to work out procedures, form theories, and draw abstract conclusions; (3) teamwork skills needed to identify the goals, values, and culture of the group, communicate with all members of a group, show sensitivity to others, and use a team approach to solving problems; and (4) technological literacy training in electronics, computers, robotics, applications, socioeconomic issues, and supporting subjects, such as physics and mathematics. Technological literacy provides an important bridge between basic skills training and machine-specific training, and enables workers to function in complex, ever-changing environments. Only through cooperation among industry, government, and individuals can a technologically literate workforce be developed. Information on how this model is applied at the Advanced Center for Technology Training in Michigan is provided throughout the text. (ALB)

ED 307 981 PS 018 031

Whaley, Kimberlee Kiehl
The Emergence of Social Play in Infancy: A Proposed Developmental
Sequence of Infant-Adult Social Play.
PUB DATE- 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Infants; *Parent Child Relationship; *Play
IDENTIFIERS- *Developmental Patterns

A developmental sequence of adult-infant social play is proposed in this paper. Many adult interactions with infants take the form of early social play, although such play is often thought to originate with the onset of peer interaction. The sequence of five levels proposed in this work is based on, and approximately reverses, the Howes (1980) peer play scale. Levels of the sequence concern: (1) complimentary and reciprocal social play; (2) complimentary and reciprocal play with mutual awareness; (3) simple social and simple object play; (4) object play with mutual regard; and (5) simple parallel play. Support for the developmental sequence is culled from pertinent literature. Each level is discussed. (RH)

ED 307 997 PS 018 063

Lin, Chin-Yau Cindy; Fu, Victoria R.

A Comparison of Child-Rearing Practices among Chinese, Immigrant-Chinese and Caucasian-American Parents.

PUB DATE- Apr 89

NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Achievement; Affective Behavior; *Child Rearing; *Chinese Americans; Comparative Analysis; Ethnic Groups; Foreign Countries; *Socialization; *Whites

IDENTIFIERS- *Chinese People; *Cultural Change; Independent Behavior; Taiwan

Differences and similarities in child rearing practices among Chinese, immigrant Chinese, and Caucasian American parents were investigated. Subjects were mothers and fathers of 138 kindergarteners and first and second graders in Taiwan and the U.S. The child rearing variables of parental control, encouragement of independence, expression of affection, and emphasis on achievement were studied. MANOVA yielded a significant group effect on parental variables. Chinese and immigrant Chinese parents tended to have higher ratings than Caucasian American parents on parental control and emphasis on achievement. However, both groups of Chinese parents had higher ratings on encouragement of independence than did Caucasian American parents, with the ratings of the fathers of Chinese origin higher than those of their Caucasian American counterparts. Results suggest that patterns of child rearing are undergoing a change among parents of Chinese origin in this sample. Four figures and one table are included. (RH)

ED 308 026 RC 016 851

de la Rosa, Raul
1987 Washington State Program for Migrant Children's Education.
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 86
NOTE- 90p.; For 1986 report, see RC 016 850.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; *Educational Assessment; Educational Finance; *Educational Needs; *Educational Objectives; Elementary Secondary Education; Eligibility; *Migrant Children; *Migrant Education; Migrant Youth; Program Administration; Program Content; *Program Design; Program Evaluation; State Federal Aid
IDENTIFIERS- ECIA Chapter 1 Migrant Programs; *Washington

This comprehensive report on the Washington State program for migrant children's education was compiled by the state department of education in order to comply with federal and state funding requirements. This report consists of two major parts. The first part contains completed copies of forms and letters as required by the funding agency along with budget information, a letter of projected carryover and statement of use; and notifications to public for review of draft FY 1986 state plan. The second part contains the narrative section with separate areas of discussion. Discussion includes: inservice training, student instruction, migrant education summer programs, special education programs, early childhood instruction, special programs for secondary migrant students, parent involvement, identification and recruitment, Migrant Student Record Transfer System (MSRTS), media, and health. Each area includes a discussion of the need along with a listing of objectives. The evaluation design and the program review process also are included as pertinent information. (PS)

ED 308 097   SO 019 916

Greenbaum, Stuart, Ed.
School Bullying and Victimization. NSSC Resource Paper.
National School Safety Center, Malibu, CA.
SPONS AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- Sep 88
NOTE- 27p.; For related documents, see SO 019 914-915.
GRANT- 85-MU-CX-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Administrative Policy; Aggression; Elementary Secondary Education; School Policy; Student Attitudes; *Student Behavior; Students; Student Subcultures; Suicide; *Victims of Crime; *Violence
IDENTIFIERS- School Yards; *Victimization

Schoolyard bullying, a pervasive and significant problem, tends to lead to anti-social behavior in the adult/parental years as well, perpetuating the pattern of violence in a new generation of students. Bullies, and often their victims, tend to operate at a unilateral, or one-way, attitudinal level instead of a reciprocal or collaborative level. Bullying seems to be developed in individuals through a process of socialization, often starting in the home. Similarly, those who are victimized may be the products of overprotective parents or the victims of abuse at home. In the worst instances, bullying may lead to murder or suicide. Basic to any program of intervention or anti-bullying is a clear repudiation of repeated physical and mental maltreatment and the discarding of the notion that bullying is a manifestation of normal youthful aggressive behavior. The most effective strategy when confronting bullies is to make a stand and leave the field with dignity, but without violence. A list of 26 resources, a report to parents from the National Association of Elementary School Principals, and eight photocopies of newspaper articles are included. (PPB)

ED 308 171   SP 031 264

[illegible], Bette J., Ed.
Teacher Education in Florida, Models and Prospects.
Florida State Dept. of Education, Tallahassee.
PUB DATE: 88
NOTE: 67p.
LANGUAGE: English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE: Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS: Counselor Training; Educational Change; Field Experience Programs; Higher Education; Masters Degrees; Preservice Teacher Education; *Teacher Education Programs; Vocational Education
IDENTIFIERS: Florida

This monograph is an outcome of a request to all of Florida's universities with approved teacher education programs to submit promising models for the education of teachers. In the first section, comments are made on selected reports and proposals for reform, implications for the preparation of teachers are discussed, and a framework is suggested for teacher education. Nine model programs are described. The first three of these models describe broad approaches to teacher education, including an interactive experience-based model, an extended teacher preparation program, and a model leading to a master's degree. Three other models treat issues of field experiences and internships. The final three models deal with specific majors within teacher education, one with an emphasis on the development of master teacher skills and two on performance-based vocational teacher education, and counselor education. (JD)

ED 307 802 FL 017 991

Rapp, Linda Chan

Proofreading Skills and Writing Proficiency: Error Detection, Editing Accuracy and Linguistic Competence.

PUB DATE- Mar 88
NOTE- 23p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Editing; English (Second Language); *Error Analysis (Language); *Grammatical Acceptability; Higher Education; Language Processing; *Language Proficiency; *Proofreading; Second Language Instruction; *Writing Skills
IDENTIFIERS- Error Correction (Language); *Error Detection

A study investigated the relationship between writing proficiency and two aspects of proofreading: (1) the ability to detect structural errors, and (2) the ability to accurately correct them. During the fall of 1986 seventeen English-as-a-Second-Language students in the intermediate-level grammar review and paragraph writing class at Biola University were given sample paragraphs to edit. Accuracy and detection ratios were constructed from the number of correct changes, incorrect changes, and undetected errors that students made in editing the sample paragraphs, and a composite proofreader ratio was created from averaging each subject's accuracy and detection ratios. The results indicated that (1) more proficient writers were better able to detect structural errors, (2) there were no significant differences between the different proficiency levels in the ability to treat errors accurately, and (3) the difference between error detection versus editing accuracy was prominent. A sample proofreading passage, with evaluation, is appended. 21 references. (DJD)

ED 307 817 FL 018 028

Reauthoirzation of Expiring Federal Elementary and Secondary Education Programs: Bilingual Education. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session on H.R. 5, H.R. 1755, and H.R. 1448.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 24 Mar 87

NOTE- 52p.; Serial No. 100-5.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Bilingual Education Programs; Case Studies; *Educational Legislation; Educational Objectives; *Educational Policy; Elementary Secondary Education; *English (Second Language); *Federal Programs; Hearings; Language of Instruction; Language Planning; Language Research; Limited English Speaking; Postsecondary Education; Program Descriptions; *Program Evaluation; Second Language Instruction; Vocational Education

IDENTIFIERS- Bilingual Education Act 1968; Congress 100th; *Los Angeles Unified School District CA; *Prince Georges County Public Schools MD

The transcript of this hearing on the reauthorization of the Bilingual Education Act and the prepared statements of witnesses, are presented here. The Bilingual Education Act, enacted in 1968, is a major federal education authority that provides educational services primarily for school-age, limited-English-proficient students (LEP). A study of the research findings in bilingual education completed by the U.S. General Accounting Office is reported. Recent research and statistical evidence seem to indicate the need for change in the management and funding of bilingual programs. Testimony is reported from the following people: Gordon Ambach (University of the State of New York), Eleanor Chelimsky (U.S. General Accounting Office), Lillian Falk (Prince George's County Public Schools, Maryland), Harry Handler (Los Angeles Unified School District), Carol Pendas Whitten (Office of Bilingual Education and Minority Language Affairs), Matthew Martinez (U.S. Representative from California), Diane Ravitch (Columbia University), and Herbert Walberg (no affiliation cited). (DJD)

ED 307 830 HE 022 188

A Self-Instructional Course in Student Financial Aid Administration. Module 8: Need Analysis. Second Edition.

Office of Student Financial Assistance (ED), Washington, DC.; Washington Consulting Group, Inc., Washington, DC.

PUB DATE- 20 Aug 88
NOTE- 120p.; For related documents, see HE 022 181-198.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Responsibility; Administrator Role; Computation; Educational Finance; Eligibility; *Federal Aid; Federal Government; Federal Programs; Financial Support; Grants; Higher Education; *Need Analysis (Student Financial Aid); Program Administration; Programed Instructional Materials; *Student Financial Aid; *Student Financial Aid Officers
IDENTIFIERS- Department of Education; Higher Education Act Title IV; Paying For College; Pell Grant Program

The eighth module in a 17-module self-instructional program on student financial aid administration (designed for novice student financial aid administrators and other personnel) focuses on need analysis. It provides an introduction to the management of federal financial aid programs authorized by the Higher Education Act Title IV. After completing the module, the user will be able to describe the historical development of need analysis and the origin of the Pell Grant and Congressional Methodology (CM) approaches, identify the similarities and differences between these two approaches, and describe the categories for independent students and dependent students. Information on need analysis includes the following: definition, principles, and history of need analysis; current need analysis procedures; dependency status; the formulas and their components; and recalculation and adjustment of the EFC by the financial aid administrator. A pre-test, post-test, glossary, and acronyms are included. The following appendixes are included: (1) case studies: need analysis using the Pell Grant and CM methodology formulas; (2) sample need analysis output documents (Student Aid Report, FAFNAR, and Family Financial Statement confirmation report/CFAR); (3) dependency override; (4) recalculating the Family Contribution for periods of enrollment other than 9 months; and (5) veterans educational benefits: treatment as a resource and estimated financial assistance. Tables are included. Contains five references. (SM)

ED 307 843 IR 013 808

Physical Science: Discovery through Interactive Technology. Status and Evaluation.

Texas Learning Technology Group, Austin.

PUB DATE- Feb 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Comparative Analysis; Conventional Instruction; *Courseware; High Schools; *Instructional Effectiveness; *Interactive Video; Intermode Differences; Microcomputers; *Program Evaluation; *Science Instruction; Student Attitudes; Teacher Attitudes

This report profiles the development, implementation, and evaluation of an interactive videodisc-based (IVD) program, Physical Sciences: Discovery through Interactive Technology. Developed by the Texas Learning Technology Group (TLTG), the program is a comprehensive, 160-hour, two-semester curriculum for secondary school students that integrates teacher/student interactions, teacher demonstrations, and traditional wet labs with an interactive videodisc instructional delivery system. The courseware is designed as a teaching tool and consists of 15 videodisc sides, accompanying software, Teacher Resource Guide, Student Manual, and Assessment Program. Teacher input was solicited with regard to instructional design, and teacher training was a major component of program development. The chemistry semester of the courseware was pilot tested during the 1987-88 school year with 2,000 students in 12 school districts. Evaluation focused on student achievement and interest. On the average, students enrolled in the interactive videodisc program reached higher levels of achievement then students in a traditional class. Differences were greatest between low-ability students in the interactive videodisc program and in the traditional class. Students enrolled in the program expressed a more positive intention of taking additional science classes as electives than did students in traditional classes. TLTG is a partnership among the Texas Association of School Boards, 12 school districts, and the National Science Center Foundation, Inc. (EW)

Austin Community College: An Institutional Narrative.
Austin Community Coll., Tex.
PUB DATE- 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; College Administration; College Role; Community Colleges; Educational Quality; *Educational Trends; *Enrollment Trends; *Institutional Characteristics; Mission Statements; Organizational Change; Two Year Colleges

This description of Austin Community College (ACC), Texas, offers an overview of the development of the college and its service area; strategies for promoting academic quality, improving institutional management, and achieving fiscal stability; ACC's mission statement; and assumptions concerning ACC's growth and self-sufficiency. In tracing the historical development of ACC and surrounding counties, the report looks at growth in population and enrollment, the expansion of facilities, and legislative actions that have affected ACC. Next, the report highlights college activities to enhance academic quality, including faculty forums and workshops, a survey investigating the academic organization of other community colleges, and the establishment of an instructional program review committee and program advisory committees. The next section briefly describes features of institutional management at ACC, focusing on the roles of division chairpersons and lay advisory committees, policy and procedures manuals, student participation in governance, functional units within the college, the recent creation of a committee on planning, and a community charrette on the future of the college. The strategies used by ACC to achieve fiscal stability are reviewed, and ACC's mission statement is presented. Information is given on institutional governance, control, and affiliation; a profile is drawn of ACC's student body and changes in student characteristics; and a list of ACC's instructional program is presented. The report, in addition, discusses assumptions held by the college concerning the stability of demographic and enrollment trends and the stability of financial resources, and opportunities for cooperation in the surrounding community. (ALB)

ED 307 966 PS 017 813

Act for Better Child Care Services of 1988. Report from the Committee on Labor and Human Resources Together with Additional Views (To Accompany S. 1885). 100th Congress, 2nd Session.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-R-100-484
PUB DATE- 1 Aug 88
NOTE- 100p.; Calendar No. 906.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Day Care; *Delivery Systems; Early Childhood Education; *Economically Disadvantaged; *Educational Quality; Federal Legislation

IDENTIFIERS- *Act for Better Child Care Services of 1988; Congress 100th

The Act for Better Child Care Services of 1988, additional views of members of the United States Senate, and related materials are reported. The purpose of the Act is to increase the availability, affordability, and quality of child care throughout the nation. The legislation provides direct financial assistance to low-income and working families to help them find and afford quality child care services for their children. The act also contains provisions designed to enhance the quality and increase the supply of child care available to all parents, including those who receive no direct financial assistance under the act. The report also provides background information, rationale, and history of the legislation; a list of hearings on the bill; votes in committee; a cost estimate; and a regulatory impact statement. It is the view of the Committee on Labor and Human Resources that the Federal Government's most crucial role is to strengthen the child care infrastructure in the United States to improve the quality of services and make them more available and more affordable than they are at present. (RH)

ED 308 066 SE 050 609

Hart, Laurie E.; Stanic, George M. A.
Attitudes and Achievement-Related Behaviors of Middle School Mathematics Students: Views through Four Lenses.
PUB DATE- 89
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Case Studies; Educational Research; *Females; Grade 7; Intermediate Grades; Junior High Schools; Mathematics Achievement; *Middle Schools; Minority Groups; Secondary School Mathematics; *Sex Differences; *Student Attitudes; *Student Motivation

Certain groups are underrepresented in mathematics courses and do not achieve to their potential. Black students and female students are among those groups. During middle school years boys begin to outperform girls in mathematics. White students begin to outperform black students even before the middle school years. Previous research has indicated that student attitudes and achievement-related behaviors are important in understanding the causes of differential mathematics achievement. This paper is based on a study of attitudes and achievement-related behaviors of 16 students in a seventh-grade mathematics classroom; the similarities and differences by race and sex. In this paper, discussion is limited to the attitudes of confidence in learning mathematics and achievement-related behavior of persistence in the mathematics classroom. Data gathering procedures are described. (DC)

ED 308 111 SO 019 956

Parker, Franklin, Ed.; Parker, Betty June, Ed.
American Dissertations on Foreign Education: A Bibliography with Abstracts. Volume XIX: Australia and New Zealand.
REPORT NO.— ISBN-0-87875-361-9
PUB DATE— 88
NOTE— 334p.; For related documents, see ED 284 813, ED 294 757-758.
AVAILABLE FROM— Whitston Publishing Company, P.O. Box 958, Troy, NY 12181 ($30.00).
LANGUAGE— English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE— Books (010) — Reference Materials - Bibliographies (131) — Collected Works - Serials (022)
DESCRIPTORS— Annotated Bibliographies; *Doctoral Dissertations; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education
IDENTIFIERS— *Australia; Educational Information; Educational Issues; Educational Writing; *New Zealand

This book is an annotated bibliography of 171 doctoral dissertations completed at U.S., Canadian, and some European universities on all aspects and all levels of education in Australia and New Zealand. It is the nineteenth in a series which covers most world areas and major countries. Each entry contains the author's name; doctoral degree earned; title of dissertation; university or institution where completed; year of completion; source of annotation, abstract, or table of contents of dissertation; order number information from Xerox University

Microfilms, Inc., Ann Arbor, Michigan; and an abstract, annotation, or table of contents of the dissertation. A detailed subject index is included. (GEA)

ED 308 126 SO 020 048

Cohen, Julian
Teaching Beyond the Borders: A Review of the Global Studies Latin
  America Unit.
PUB DATE- Jan 89
NOTE- [illegible]
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
  Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Area Studies; Developing Nations; *Global Approach;
  *Grade 9; Inquiry; *Lesson Plans; Program Evaluation; Secondary
  Education; Social Studies; *Units of Study

IDENTIFIERS- *Global Studies; *Latin America

The New York City Board of Education's unit on Latin America (Global Studies Grade 9) is a welcome and useful aid to teachers seeking to develop a social studies curriculum with a global perspective. Besides the contemporary relevance, the methodology of the curriculum closely adheres to current thinking on teaching social studies. The lessons and activities are based on open-ended inquiry, triggering student involvement with the use of primary documents and short secondary sources. Equal emphasis is given to economic, social, and cultural history. On the whole, the lessons are a useful starting point or supplement for the teacher. The unit's most surprising weakness, however, is its complete inability to develop a sense of global awareness. Latin America is treated in geo-political isolation. Linkages are not developed when they should be and lessons fail to point out intercontinental connections. In addition, each Latin American country is treated in isolation. Constant comparisons between the United States and Latin America may encourage some students to stereotype South America as undemocratic and poor. The structure of teaching strategies precludes a sense of historical development and periodization. This absence of historical rooting is consistent with the weak attention given to skills development and writing. In their attempt to provide creative, motivating activities, the authors have robbed the students of too many chances to indulge their own creativity and practice their writing skills. The unit is less inquiry-based than it would appear, as students are not taught to ask questions themselves. ([illegible])

ED 308 187   SP 031 307

AUTHOR Roberson, Terry; Miller, [illegible]
TITLE Congruence of Teaching Method and Observed Teacher Behavior.
PUB DATE Mar 89
NOTE [illegible]p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE English
EDRS PRICE MF01/PC02 Plus Postage.
PUB TYPE Speeches/Conference Papers. "Papers Presented at..." (150) -- Reports - Research/Technical (143)
DESCRIPTORS Classroom Communication; *Congruence (Psychology); Elementary Secondary Education; Interaction Process Analysis; *Intermode Differences; *Teacher Behavior; Teacher Student Relationship; *Teaching Methods; *Theory Practice Relationship

This study examined the congruence of teaching method and observed teacher behavior. The purpose was to find out the actual behaviors in which teachers engaged when using a specific teaching method and whether or not these behaviors were congruent with those dictated by a theoretically based teaching model. The specific objectives of the study were to: (1) describe, via frequency and percentage data, observed teaching behaviors in each of six teaching methods--discussion, development/discovery, recitation/review, presentation, guided practice, and independent practice; (2) articulate from a review of the supportive theory and underlying assumptions a set of expected or prioritized behaviors for each teaching method; and (3) examine for congruence the descriptive data regarding observed teacher behavior and the theoretically expected behavior. The subjects included a non-random sample of 1,301 public school classroom teachers from [illegible]. The results indicated that presentation is not formal "lecture" but rather interactive in nature. Also, teachers' presenting behaviors included supportive behaviors such as restating, emphasizing, and giving examples. Across the board in the methods, teachers devoted a good deal of time to positive feedback and giving informational responses. (JD)

ED 307 982 PS 018 032

Willatts, Peter; And Others
How Two-Year-Olds Use Forward Search Strategy To Solve Problems.
PUB DATE- Apr 89
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; Foreign Countries; *Infant Behavior; *Problem Solving
IDENTIFIERS- Great Britain; *Strategic Behavior
The ability of 2-year-olds to carry out a forward search strategy was examined in a study of performance on platform rotation problems. One group of children was tested successively on two analogous versions of a task. The two versions shared the same underlying principle but had different surface characteristics. A control group was given an unrelated problem, and was then tested on the platform rotation tasks. Findings showed that 2-year-olds were able to use a sophisticated forward search strategy in which simple methods were attempted first and more complex methods later. Children rejected inappropriate methods from further consideration. The ability to inhibit errors was related to the type of method which had been attempted. The problems were solved in one trial, and there was direct transfer across the different types of platform rotation tasks. Four figures are attached. (RH)

ED 308 083 SE 050 689

Maher, Rosemary Pataky

The Use of the Fennema-Sherman Mathematics Anxiety and Confidence Scales as Predictors of Success among "Business Calculus Students" and "Fundamental Concepts of Mathematics" Students at the College Level.

PUB DATE- 88

NOTE- 162p.; Master's Thesis, Salisbury Sate College.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Attitude Measures; *College Mathematics; *College Students; Cultural Influences; Higher Education; Learning Problems; *Mathematics Achievement; *Mathematics Anxiety; Prediction; *Self Concept; *Student Attitudes; Undergraduate Study

In an attempt to explore the prevalence, intensity and effects of mathematics anxiety at Salisbury State College (Maryland) approximately 350 student volunteers from two diverse introductory mathematics courses participated in this survey. The Fennema-Sherman Mathematics Anxiety and Confidence Scales and a portion of the Test Anxiety Profile were administered. Final course grades were analyzed and compared with the anxiety profiles established earlier. The results indicated that mathematics anxiety did exist among the survey population but the use of the Fennema-Sherman Mathematics Anxiety and Confidence Scales was not as significant an indicator of success as were scores on the Scholastic Aptitude Test in Mathematics (SAT-MATH) and the institutionally-designed mathematics diagnostic instrument. The age and sex of a subject did not appear to be related to the incidence or intensity of mathematics anxiety, and a subject's hiatus from mathematics courses produced only a marginal significance. Included are 69 references, 21 tables, and 7 figures. Appendices include the Mathematics Anxiety Survey and the Mathematical Science Department Diagnostic Test. (Author/DC)

ED 308 140 SP 031 200

Kane, Pearl R.
Attraction to Teaching: A Study of Graduating Seniors at Columbia
College and Barnard College. A Pilot Study.
PUB DATE- Mar 89
NOTE- 53p.; Paper presented at the Annual Meeting of the American
Educational Research Association (San Francisco, CA, March 27-31,
1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
-- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *College Graduates; Graduate Study;
Higher Education; Questionnaires; *Student Attitudes; *Teacher
Recruitment; Teacher Salaries; *Teaching (Occupation)

This pilot study addressed questions related to teacher recruitment of college graduates. The first part of the study reports the findings of a mail survey designed to gauge the plans of graduating seniors at Columbia College and Barnard College. Part two reports on the findings of a follow-up mail survey of those seniors who said they would consider taking a teaching job in an elementary or secondary school if offered the job. Findings indicated that low salaries and students' plans to attend graduate school were the major obstacles to entry into teaching. The follow-up survey revealed that enthusiasm for teaching does not lead to long-term commitment. The results of the survey indicate that higher pay and more opportunities for job advancement will be necessary to attract and keep well-educated young people in the teaching force. Copies of the two surveys are appended. (JD)

Collaboration for the Improvement of Teacher Education (CITE).
Project Portrayal, Practice Profile, Project Assessment Report.
Eastern Michigan Univ., Ypsilanti. Coll. of Education.
SPONS AGENCY— Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE— 88

NOTE— [illegible]
CONTRACT— [illegible]
LANGUAGE— English
EDRS Price - MF01/PC[illegible] Plus Postage.
PUB TYPE— Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS— *College School Cooperation; Education Majors; *Field Instruction; Higher Education; Innovation; Program Development; Program Evaluation; *Research Utilization; Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS— *Collaboration for Improvement of Teacher Educ; Eastern Michigan University

The Collaboration for the Improvement of Teacher Education (CITE) project brought teachers and administrators from four public school districts together with Eastern Michigan University professors to design and implement a research-based pre-student teaching program. The major goal of the program was to develop reflective pedagogical thinking in third-year education students. The program is one semester in length and during its course the following objectives are focused upon: (1) students use research-based teacher concepts and principles to analyze and interpret what they see and do in the field (beginning stages of reflection); (2) teachers help students learn from research-based assignments through coaching and see their collaborative role as important to teacher preparation; and (3) professors help students apply research-based concepts and principles to make meaning of their field experiences and see this as an important role. This report describes the development and implementation of the CITE program, the pilot testing efforts, and expanding the program over a 3-year period. A project assessment report includes program component descriptions, results and findings on major questions about the program, a discussion of future directions, and implications for teacher education. A practice profile is included. (JD)

ED 307 857 IR 013 837

Campbell, N. Jo; Perry, Katye M.
Predictors of Enrollment in High School Computer Courses.
PUB DATE- 88
NOTE- 19p.; For a related paper, see IR 013 839.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Anxiety; *Attribution Theory; *Competence; *Computer Science Education; *Enrollment; Ethnic Groups; High Schools; Mathematics Education; Models; Predictor Variables; Statistical Analysis; *Student Attitudes; Student Motivation; Success; Use Studies
IDENTIFIERS- Computer Anxiety; Mathematics Attribution Scale

Factors affecting the motivation of high school students to learn to use computers were examined in this study. The subjects were 160 students enrolled in a large city high school, 89 females and 71 males who represented five ethnic groups--White, Black, Hispanic, Asian, and American Indian. The majority of subjects had prior computer coursework or other computer-related experience. A Computer Attribution Scale and a Computer Attitude Scale were developed to examine the use and study of computers in this population by modifying the Mathematics Attribution Scale of Fennema, Wolleat, and Pedro, and the Fennema-Sherman Mathematics Attitude Scale, respectively. Two separate path analyses were performed on the data in the current study, one model using the variable "coursework" and the other using the variable "proficiency" as the sole endogenous variables. In both cases, eight attribute variables and four attitude variables served as precursor or exogenous variables. All calculations were completed using the SPSS-X Regression procedure. Findings indicated that both models showed redundancy, and two reduced models were developed through theory trimming; for the variable "coursework," the reduced model showed an excellent fit to the data, but for the variable "proficiency," three of the retained paths were positive and one path was negative. Two major conclusions of the study are that early exposure to computers should take place in a high success environment, and that it should stress both the enjoyment and utility that one may experience with computers. One table and four figures are provided. (24 references) (CGD)

ED 307 871 IR 052 756

Mullery, Kevin
Reading Discoveries: For the Journeys of a Lifetime. An Integrated Handbook for K-6th Grade Teachers.
Ventura County Superintendent of Schools, Calif.
PUB DATE- 88
NOTE- 259p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Course Integrated Library Instruction; Curriculum Guides; Elementary Education; *Learning Resources Centers; *Library Skills; *Literature Appreciation; Objectives; Reading; Storytelling; *Teaching Methods; Units of Study

This handbook presents teaching strategies and activities for incorporating literature and library skills into the grades K-6 curriculum. Introductory materials include discussions of independence and cooperation in learning, effective instruction in English-language arts, and teacher-librarian cooperation. The approaches used in the materials in this manual are then explained, including the three parts of the process of making a "Reading Discovery" (finding appropriate materials and resources, getting what you need from resources, and sharing/presenting the "discovery"), and practices designed to nurture readers, thinkers, and researchers that are supported and advanced by the materials (shared reading, reading aloud, sustained silent reading, and book sharing). The 10 chapters are entitled: (1) Reading Discoveries; (2) Powerful Practices; (3) Getting Ideas; (4) Library Skills and Activities; (5) Writing; (6) Literature Alive; (7) Learning That Makes Sense--Integrated Units; (8) Super Stories; (9) Discovery Possibilities; and (10) Sharing: Possibilities and Alternatives. Objectives are provided for each grade level as well as examples of integrated activities. Specific activities described include storytelling, games and activities to develop library skills, writing activities, research and report activities, and sharing activities. Diagrams, charts, and drawings illustrate the text and an index is provided. (EW)

ED 307 886 IR 052 774

Jackson-Brown, Grace
Libraries and Information Centers within Women's Studies Research Centers. SLA Research Series Number 3.
Special Libraries Association, Washington, DC.
REPORT NO.- ISBN-0-87111-333-3
PUB DATE- 88
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Databases; *Feminism; Higher Education; *Information Centers; Library Surveys; Primary Sources; Public Policy; *Research Coordinating Units; *Research Libraries; *Special Libraries; *Womens Studies

A survey of 45 libraries and information centers within major Women's Studies Research Centers (WSRC) in the United States was conducted in 1986 to obtain information on their current role within the centers. Usable completed questionnaires received from 31 of the centers (68.8% rate of return) show that 64.5% of them have library and/or information centers within them. The sizes of the collections in these libraries/information centers varies, but many of them contain valuable resources such as unpublished research manuscripts or information databases. Most are staffed by professionally trained personnel, and the largest group of users is students. The work of a significant number of WSRCs is linked to their libraries and information centers, with the most important materials collected and disseminated being unpublished and published materials that are not easily located or readily accessible within traditional libraries. The work of the WSRCs in the United States is promoted and assisted by the Women's Research and Education Institute and the National Council for Research on Women. The research and information activities of the WSRCs appear to be the promotion of women's studies at every level of the American educational system and the interpolation of feminism into social policymaking. Many of them publish journals, newsletters, and working papers, and several organizations have begun to explore the creation of a national women's research database and the development of a thesaurus to organize women's studies research. Each chapter contains references and a 42-item bibliography is included. An appendix lists the WSRCs in the United States. (EW)

ED 307 899 IR 052 790

Allison, Susan; Switzer, Robin
Creature Features. Program Guide for the Texas Reading Club, 1989.
Texas State Library, Austin. Dept. of Library Development.

PUB DATE- 89
NOTE- 282p.; For a related handbook, see IR 052 792.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Animals; Childrens Literature; *Creative Dramatics; Elementary Education; Films; Games; Guidelines; *Handicrafts; *Library Planning; Library Services; Preschool Children; Program Development; *Public Libraries; *Reading Programs; *Recreational Reading
IDENTIFIERS- Creative Play; *Texas Reading Club

This guide is a collection of books, activities, art, creative dramatics, creative writing, games, and films intended for use with children from age three through grade seven. Eight weeks of activities that are fairly simple and inexpensive to put together and of varying degrees of effort and complexity are presented in eight chapters reflecting eight themes. Each chapter suggests a variety of projects, films, and books to accommodate the various size groups and budgets of the different libraries using them. The program themes are: Creature Features, Cr-EAT-ures, Creature Kids, Cosmic Creatures, Creature Concoctions, Colossal Creatures, Candid Creatures, and Cagey Creatures. It is noted that the activities provided in each chapter can be used as "attention getters" to relax the children and prepare them to go on to the main events of the program. In addition, the guide offers: (1) a section on additional resources which contains suggestions for agencies and community resources that might be of assistance (e.g., guest speakers, pamphlets, and freebies); (2) a description of eligibility for special services for the Texas State Library for disabled children; (3) 18 additional games that can be photocopied for use with children; (4) the Texas Reading Club 1989 bibliography of 486 items; (5) the Texas Reading Club 1989 filmography of 159 items; and (6) clip art for publicity. (CGD)

ED 307 913 JC 890 272

Sequence Curriculum: High School to College. Middlesex Community College/Haddam-Killingworth High School. Final Report.
Middlesex Community Coll., Middletown, Conn.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
PUB DATE- 30 Jun 88
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Broadcast Industry; *College School Cooperation; Community Colleges; *Cooperative Programs; *Curriculum Development; High Schools; Student Recruitment; Two Year Colleges; *Vocational Education

Through a collaborative effort between Middlesex Community College (MxCC) and Haddam-Killingworth High School (HKHS), students taking specific high school courses in television production, broadcast journalism, electronics, and photography are granted college credit by MxCC upon admission to the college's Broadcast Communication Program. The development of this articulated program involved the following activities: (1) meetings between HKHS and MxCC representatives to develop a competency-based curriculum, discuss the design and content of the courses, agree upon learning objectives, methods of matriculation, use of equipment, awarding of credit, and promotion of the program to nontraditional groups, and determine requisite skill levels for the television production courses; (2) the development of curriculum criteria and evaluation measures; and (3) the distribution of 500 brochures explaining the skill mastery requirements for college credit to students enrolled in HKHS's television program and interested MxCC students. Descriptions, course outlines, syllabi, and instructor guidelines for the articulated courses are appended to the project report along with budgetary information, the promotional brochure, and an application form. (JMC)

ED 307 998 PS 018 064

Herman, Hannah S.; Mistry, Jayanthi

Effect of Task Goal and Item Organization on Immediate and Delayed Recall.

PUB DATE- Apr 89
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; Cognitive Processes; *Mnemonics; Predictor Variables; *Preschool Children; Preschool Education; *Recall (Psychology); *Thematic Approach
IDENTIFIERS- Naming Response; *Stimulus Characteristics; *Strategic Behavior

This study assessed the impact of an explicit goal to remember and thematic organization on the strategic behavior and recall performance of preschoolers. A total of 41 subjects were instructed either to remember 12 items for later "purchase" at a play store or to play with them. The items for half the children in each condition were linked to a beach picnic theme, while the alternate array was comprised of familiar but unrelated objects. Children in the play condition spent considerable time physically engaged with the items, in contrast to children in the "remember group" who did not directly interact with the objects, but intermittently looked at and named them. Differences in the behaviors of the two groups and the nature of the behaviors of the children in the "remember group" suggested that precursors of mnemonic strategies are available to preschoolers. However, only naming of items was predictive of recall. Item organization did not affect immediate recall scores. Only children exposed to the beach array maintained their level of recall after a 1-week delay interval. It is concluded that the data are compatible with the notion that schemas influence retrieval rather than encoding. (Author/RH)

ED 308 013 PS 018 096

Pridham, Karen F.; Chang, Audrey S.
Maternal Assessment of the Temperament of Very Young Infants.
SPONS. AGENCY- Public Health Service (DHHS), Rockville, Md. Div. of Nursing.
PUB DATE- Apr 89
NOTE- 25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
GRANT- DHHS-R-01-NU-0606
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attention Span; *Infants; *Mothers; *Neonates; *Parent Child Relationship; Persistence; *Personality; *Personality Assessment; Physical Activity Level; Responsibility
IDENTIFIERS- Distractibility; Moods; Rhythmicities

In a study of mothers' assessment of their infant's temperament during the first 3 months, a total of 116 mothers completed 23 scaled items assessing the 9 New York Longitudinal Study temperament dimensions, and cuddliness and soothability, at 1 week, 1 month, and 3 months after delivery. Although nearly half of the mothers could not rate approach and adaptability at 1 week, most could rate all temperament dimensions at 1 and 3 months. Only cuddliness, approach, adaptability, and persistence did not change significantly. Six dimensions were related to at least two other dimensions at all times. Intracorrelation of all dimensions was significant for adjacent assessments. Mothers may assess infant temperament dimensions in terms of their own goal-directed activity. Variability in temperament dimensions over time indicates change either in the meaning of some items to mothers or in the infant's behavioral style as the infant grows older. (RH)

ED 308 027 RC 016 852

de la Rosa, Raul
1988 Washington State Program for Migrant Children's Education.
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 87
NOTE- 89p.; For 1987 report, see RC 016 851.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; *Educational Assessment; Educational Finance; *Educational Needs; *Educational Objectives; Elementary Secondary Education; Eligibility; *Migrant Children; *Migrant Education; Migrant Youth; Program Administration; Program Content; *Program Design; Program Evaluation; State Federal Aid
IDENTIFIERS- ECIA Chapter 1 Migrant Programs; *Washington

This comprehensive report on the Washington State program for migrant children's education was compiled by the state education department in order to comply with federal and state funding requirements. It is divided into four parts: (1) Federal Assistance Application; (2) Program Narrative; (3) Budget Information; and (4) Assurances. The program narrative includes planning information on statewide and local projects. On the state level, the discussion reviews general needs and objectives and plans for support programs, including: student instruction; special programs for secondary migrant students; migrant education summer programs; special education programs; early childhood instruction; staff development; and interstate support. Also discussed are the subjects of parent involvement, identification and recruitment, the Migrant Student Record Transfer System, the dissemination program (media), and health issues. The state program plan also covers resident children to be served, services to private school children, identification and recruitment, state parent advisory council, coordination with other programs, coordination with other states, fiscal and administrative requirements, evaluation to determine program effectiveness, evaluation to improve services, and use of funds. Local projects are discussed in terms of appropriate use of funds, project size, scope and quality, and parent and teacher consultation. The budget for migrant children's education is summarized and discussed. The Assurances section certifies the state education program's compliance with federal regulations, policies, guidelines, and requirements. It includes 12 exhibits illustrating the administration, monitoring and other financial and substantial aspects of the program. (TES)

ED 308 041 RC 017 093

Howe, Barbara J.
"Home Work" and Nineteenth-Century West Virginia Women.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Mar 89
NOTE- 22p.; Paper presented at the Appalachian Studies Conference (Morgantown, WV, March, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Census Figures; *Employed Women; *Employment Patterns; Local History; *Occupations; Social Science Research; Womens Studies
IDENTIFIERS- Appalachian Studies; Nineteenth Century History; *West Virginia (Morgantown); *West Virginia (Wheeling)

This paper investigates the paid employment of mid-nineteenth century women, especially female heads of households, in two West Virginia cities. During this period, Wheeling was a large industrial city and major transportation center, while Morgantown was an isolated college town. An examination of census entries and city directories for Wheeling and Morgantown from 1840 to 1880 reveals that women had limited opportunities for paid employment. The vast majority of women followed occupations that capitalized on their traditional domestic and nurturing skills. Even when they moved into retail shops, they usually did so in areas related to cooking and sewing. Women in unusual occupations often appeared to have inherited their husbands' businesses. While Wheeling listed a number of women as teachers, particularly during the Civil War, this field seems to have been closed to women in Morgantown. Employment opportunities for women apparently expanded during the Civil War, only to diminish again by 1870. Women without skills or funds were relegated to the hard low-wage jobs of seamstress or washerwoman, or, if they wanted more money, they became prostitutes. In general, though, women worked in a pre-industrial economy, even when they lived in a heavily industrialized city such as Wheeling. This paper contains 36 endnotes. (SV)

ED 308 054 RC 017 154

Sherwood, Topper
Nontraditional Education in Rural Districts. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-89-8
PUB DATE- Mar 89
NOTE- 3p.
CONTRACT- RI-88-062016
AVAILABLE FROM- ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Bilingual Education Programs; Experimental Colleges; High School Equivalency Programs; Home Schooling; Multicultural Education; *Nontraditional Education; Outdoor Education; *Rural Education
IDENTIFIERS- ERIC Digests

Because rural communities have different needs and resources from those found in urban settings, nontraditional education programs provide alternatives to those features of modern mass education that respond primarily to urban needs. This digest looks at a few nontraditional programs and strategies, the problems to which they respond, and the features that make them successful. Rural problems include sparsity of population, motivating minority students toward higher achievement, and meeting the needs of special populations: the handicapped, the gifted, and juvenile offenders. Alternatives examined include setting up free universities in small communities, bilingual and multicultural education programs, rural outdoor education programs, multi-media General Equivalency Diploma (GED) preparation, and home schooling. Generally, the people who create innovative programs are community leaders and parents. Well defined needs, self-starting learners, and cooperation among educational units characterize successful alternative programs. The most important characteristic, however, is that programs be community-based, born of necessity rather than technological expediency. Contains 10 references. (DHP)

ED 308 098   SO 019 920

Dinniman, Andrew, Ed.; Holzner, Burkart, Ed.
Education for International Competence in Pennsylvania.
Pennsylvania State Dept. of Education, Harrisburg.; Pittsburgh Univ.,
  PA. Univ. Center for International Studies.
REPORT NO.- ISBN-0-916002-60-8
PUB DATE- Aug 88
NOTE- 197p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
  Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Business; College School
  Cooperation; Communications; Competence; Cooperative Programs;
  Elementary Secondary Education; Geography Instruction; *Global
  Approach; History Instruction; *Institutional Cooperation;
  *International Education; International Trade; Postsecondary
  Education; Regional Cooperation; Second Language Learning; *State
  Government
IDENTIFIERS- *Pennsylvania

This book discusses international education and the emergence of Pennsylvania's Partnership for International Competence (PPIC), a partnership that evolved to guarantee that Pennsylvania remains a major actor in the world economy. Individuals from the corporate, labor, educational, and government sectors contributed articles to the areas of discussion. Section 1 includes 10 articles on the various perspectives of these different sectors towards developing international competencies for Pennsylvania, and how that development will impact upon Pennsylvania education, trade, private industry, global views, and policy planning. Section 2 is a short history of the Pennsylvania Council for International Education, founded in 1971, and devoted to the development of international education through the public and private educational structure in Pennsylvania. Section 3 discusses the dimensions of the task of developing international competence. Section 4 includes six views representing the various sectors that make up the PPIC, and what each sector can contribute to that partnership. Section 5 includes 30 articles discussing several initiatives and programs that will contribute to the development of international competency in the

areas of geography and life sciences, languages, history, basic education, higher education, basic/higher education collaborations, education/business networking, and education and communication/technology. A blueprint for the development of an internationally competent Pennsylvania and a list of 12 additional resources conclude this collection. (PPG)

ED 308 112 SO 019 957

Moren, Lisa
Geography Activities That Make Learning Fun: Grades 4-8.
PUB DATE- 17 Jan 89
NOTE- [illegible]p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Educational Games; Elementary Education; Geographic Concepts; *Geographic Location; *Geography Instruction; *Instructional Innovation; Lesson Plans; Map Skills; *Social Studies; Student Interests; Student Motivation

The study of geography should not be tedious or boring for students. There are many activities to motivate students while teaching them place location and geographical information. This document describes three activities or games that can be adapted for grades 4-8. "Mapits" requires students (individually or in teams) to determine the state or country represented in a small cut-out section of a map. "Geography Trivia" involves the use of atlases to answer questions of geographic content. Several variations of this activity are described. "Geography Baseball" is a game to help students learn place location using atlases and classroom maps. A list of European locations that can be used in the game is included. The addresses of the following institutions committed to geographic education are also provided: the American Geographical Society, the Association of American Geographers, the National Geographic Society, and the National Council for Geographic Education. (GEA)

ED 308 172 SP 031 263

[illegible], David
The Critical Role of Teacher Incentives in the Northeast States.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
SPONS AGENCY—Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE—Mar 89
NOTE—47p.
AVAILABLE FROM—The Regional Laboratory for Educational Improvement of the Northeast & Islands, 290 South Main Street, Andover, MA 01810 ($10.75).
LANGUAGE—English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE—Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS—Faculty Mobility, Incentives, *Life Style, *Policy Formation, Property Taxes, Quality of Life, Teacher Employment Benefits, Teacher Recruitment, Teacher Salaries, *Teaching (Occupation), Teaching Conditions, Tenure
IDENTIFIERS—Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont

This paper discusses a variety of incentives that can make a difference in attracting and retaining high quality teachers. These incentives include salaries, retirement benefits, working conditions, quality of life, tenure and seniority rights, and sick leave. The states in the Northeast vary considerably in their ability to attract quality teachers to begin and continue teaching. Rankings and comparisons on each of these factors are presented for the seven states: Connecticut, Maine, New Hampshire, New York, Rhode Island, Massachusetts, and Vermont. A recommendation is made that states in the region should consider developing and adopting policies that will support transfer of benefits like tenure and sick leave to a new district if a teacher changes districts or states. (JD)

ED 307 803 FL 017 992

Olson, Shelley L.
Long-Term Effects of Bilingual Education on a National Sample of Mexican-American Sophomores: A Component Analysis.
North Carolina Center for the Advancement of Teaching, Cullowhee.

PUB DATE- 89
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; Cultural Education; *English (Second Language); Grade 10; High Schools; High School Students; *Language of Instruction; Mexican Americans; *Program Effectiveness; Second Language Instruction; *Spanish; Writing Skills

A study assessed the impact of elementary-level bilingual programs on the academic achievement of 1,200 Mexican-American high school sophomores. Language and educational background factors, such as participation in various types of bilingual education programs, were analyzed and correlated with later educational achievement, while controlling for socioeconomic status, home language, type of bilingual education program, sex of respondent, and other variables. Hierarchical component analysis was developed to assess the long-term impact of various components of bilingual education programs: (1) English as a Second Language (ESL); (2) the teaching of reading and writing in Spanish; (3) other subjects taught in Spanish; and (4) the teaching of ancestral/cultural history. Results indicate that the addition of an ESL component to a bilingual program was associated with mixed effects on long-term achievement. Instruction in reading and writing in Spanish had a positive effect on achievement while the teaching of other subjects in Spanish was clearly associated with a lowering of test scores. The teaching of ancestral/cultural history yielded a positive impact when added to bilingual education programs. (DJD)

ED 307 940 JC 890 300

Selected Programs for Adults in Need of Training/Retraining in Postsecondary Occupational Education: Summary Profile.
State Univ. of New York, Albany. Two Year Coll. Development Center.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Grants Administration.
PUB DATE- 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Counseling; *Adult Development; *Adult Programs; *Adult Vocational Education; Community Colleges; *Continuing Education; Individual Needs; Job Training; Participant Characteristics; Program Descriptions; Two Year Colleges

In fall 1987, a survey of the Chief Academic Officers at 62 State University of New York, City University of New York, and independent two-year colleges identified 102 programs successfully serving students with special needs. Of these programs, a sample of five designed for adults in need of training/retraining was selected for further study. Follow-up investigations sought to determine such information as the program's source of funding, program staff, college type, program objectives and components, clientele demographics, and characteristics of successful participants. Findings, based on interviews of and written reports by 16 two-year college staff members, included the following: (1) all five of the programs received financial support from both the Carl D. Perkins Vocational Education Act as well as their college, while only two programs received additional funds from outside agencies and/or fees; (2) all of the programs provided counseling, advising, and testing services; (3) 50% of program participants were between 41 and 50 years of age; (4) 62.5% of the participants were enrolled part-time or took an occasional course, while 37.5% were enrolled full-time; (5) the most common reason given for enrolling in credit courses was to "upgrade employability

potential"; and (6) characteristics of successful participants included continued job development or financial advancement over time, a personal sense of achievement, self-assurance, and becoming involved in college activities. (ALB)

ED 307 953 JC 890 316

Mining Task Force Report.
Saskatchewan Inst. of Applied Science and Technology, Saskatoon.
PUB DATE- Jul 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; Governance; *Mining; Needs Assessment; *Organizational Change; Program Evaluation; *Program Improvement; *School Business Relationship; Technical Institutes; Technological Advancement; Two Year Colleges
IDENTIFIERS- *Saskatchewan

In fall 1988, the Board of Directors of the Saskatchewan Institute of Applied Science and Technology (SIAST) created a task force to study the training needs of the mining industry in the province and evaluate SIAST's responsiveness to those needs. After assessing the technological changes taking place in the industry, surveying manpower needs, interviewing industry representatives, and visiting other colleges offering mining or petroleum programs, the task force reached six conclusions: (1) the content of SIAST's programs was generally adequate to meet the present and ongoing needs of mining in the province; (2) in many programs, the equipment used for instruction was obsolete; (3) the delivery systems were insufficiently flexible to meet marketplace needs; (4) the partnership potential with industry and the community was significant but almost completely unrealized; (5) SIAST did not have the independence from government needed to fulfill its mission; and (6) the system of public education in Saskatchewan was not necessarily using limited resources in the most efficient and effective manner. Under the assumptions that government would reduce funding and demand more efficiency, that industry would demand a more skilled and adaptable workforce, and that lack of support from powerful constituencies could lead to drastic retrenchment at SIAST, the task force developed three major recommendations: (1) SIAST must restructure itself into an independent, market-sensitive, performance-oriented organization by making organizational changes, improving programs, and developing partnerships with business and industry; (2) SIAST should commit the resources necessary to develop an explicit implementation plan for achieving these goals; and (3) Minister of Education should appoint an independent body to conduct a comprehensive and objective review of public education in Saskatchewan. (JMC)

ED 308 067 SE 050 610

Brenner, Mary E.
Children Make Sense of Numbers: The Development of Ideas about Written Numerals.
PUB DATE- 89
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; *Cultural Influences; Curriculum Development; *Elementary School Mathematics; Nonformal Education; *Number Concepts; Preschool Education; Primary Education; *Problem Solving; Socioeconomic Influences

Children's nonschool learning provides a foundation for school instruction and problem-solving. Examples of nonschool learning are taken from various cultures. This study examines what young children know about written numerals in their everyday environment, how they come to understand the meaning of written numerals, and how they use this knowledge to reason and interpret nonschool situations. Most of the data are from interviews with the same children in the middle of kindergarten and again at the end of second grade. This is supplemented with test data obtained from the same children when they began kindergarten. Methods and results are discussed. Includes 43 references. (DC)

ED 308 141 SP 031 201

Schafer, William D.
Assessment Essentials in Professional Education of Teachers.
PUB DATE- Mar 89
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Course Content; Educational Diagnosis; *Evaluation Criteria; Higher Education; Instructional Effectiveness; Preservice Teacher Education; Student Evaluation; *Teacher Education Curriculum; *Testing; Test Theory; Test Use

This paper describes what in the area of assessment is essential knowledge for a prospective teacher. The listings of topics which would be relevant for a course in measurement for preservice teachers are presented as they might appear in a course syllabus. For each topic, the rationale for its inclusion is given, as well as the skills which would be developed and the specific subjects the topic would include. The eight content areas are: (1) basic concepts and terminology of assessment; (2) uses of assessment; (3) assessment planning and development; (4) interpretation of assessments; (5) description of assessment results; (6) evaluation and improvement of assessments; (7) feedback and grading; and (8) ethics of assessment. (JD)

ED [illegible] SP 031 [illegible]

Regional Educational Laboratory Recompetition: Review Panel Papers, Commissioned Policy Papers, and Factual Information about the Program.
[illegible] Educational Research and Improvement (ED), Washington, DC.
Pub Date [illegible]
Note [illegible] for the individual papers contained in this compilation, see [illegible]
Language [illegible]
EDRS Price [illegible] Plus Postage.
Pub Type [illegible] Collected Works - General (020) -- Reports - Descriptive (Program/Project Descriptions) (141)
Descriptors [illegible] Delivery Systems; Educational Policy; Educational Research; Elementary Secondary Education; Financial Support; Governance; Government Role; [illegible] Linking Agents; Program Development; Program Evaluation; Regional Laboratories; Research and Development Centers; School Effectiveness; Theory Practice Relationship
Identifiers [illegible] Regional Educational Laboratories
This document is a compilation of separate papers concerning the planned 1990 recompetition for the nine Regional Educational Laboratories sponsored by the Office of Educational Research and Improvement (OERI) of the U.S. Department of Education. [illegible] (1) "Report of the Laboratory Review Panel on the [illegible] Review of Laboratories" [illegible] (2) "Report of the Laboratory Review Panel on the Pending Laboratory Recompetition" [illegible] (3) "Classrooms and School Research: Investments in Enhancing Schools" [illegible]

"Regional Educational Laboratories: History and Prospect" [illegible] "The Future Direction of Regional Educational Laboratories in Contributing to Urban School Improvement" [illegible] and Classroom Improvement" [illegible] Department of Education[illegible] Programs" [illegible] Regional Educational Laboratories: The Strategy of [illegible] Regional Educational Laboratory Approaches to Educational Improvement: A Descriptive Synthesis" [illegible] Appended, but not available separately, are the following: [illegible] notice about the recompetition [illegible] individual laboratories [illegible] Laboratory Regions [illegible] summary report and transcripts of [illegible] planning meetings [illegible] and [illegible] transcripts of public meetings held on June [illegible] June [illegible] July [illegible] and July [illegible] 1989 [illegible]

ED 307 831 HE 022 189

A Self-Instructional Course in Student Financial Aid Administration. Module 9: Award Packaging. Second Edition.
Office of Student Financial Assistance (ED), Washington, DC.; Washington Consulting Group, Inc., Washington, DC.
PUB DATE- 20 Aug 88
NOTE- 59p.; For related documents, see HE 022 181-198.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Responsibility; Administrator Role; Educational Finance; *Federal Aid; Federal Government; Federal Programs; Financial Support; Higher Education; Policy Formation; *Program Administration; Programed Instructional Materials; *Student Financial Aid; *Student Financial Aid Officers
IDENTIFIERS- Department of Education; Higher Education Act Title IV; Paying For College

With the ninth module in a 17-module self-instructional course on student financial aid administration, novice financial aid administrators are taught about financial aid award packaging. A fundamental understanding of management of federal financial aid programs authorized by Title IV of the Higher Education act is provided. After completing the module, the user should be able to define the term "financial aid award package," list the components used to determine financial need prior to packaging, identify factors that must be considered when developing a packaging policy, and identify packaging techniques and options an aid administrator might use. Information is offered on the following topics: development of packaging as a concept; development of an institutional policy (federal guidelines, identifying the institution's philosophy and objectives, institutional objectives in awarding aid, and other contributing factors); general principles in awarding federal and state assistance; developing a general policy statement and a detailed packaging policy (standard features of a packaging policy and examples of detailed award packaging policies); implementing the policy (development of office procedures, steps in packaging, case studies, manual award packaging, automated award packaging, and award notification and appeal procedure); and packaging techniques and variations. A pre-test, post-test, glossary, and acronyms are included. Contains four references. (SM)

ED 307 844 IR 013 809

Cantor, Jeffrey A.; Dingle, Doris D.

Planning and Implementing the Automated Office: Maintaining Control over the Technology.

PUB DATE- 22 Feb 89
NOTE- 19p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advisory Committees; Business Administration Education; *Case Studies; Higher Education; *Office Automation; *Organizational Change; *Planning; Productivity; *Program Design; *Program Implementation
IDENTIFIERS- Replication

Students studying office administration as a career at Lehman College (New York) participated in a case study reenactment in order to learn the processes involved in using an "Office Automation Committee" to ensure the successful planning and implementation of office automation. Based on the experience of the National Institute of Corrections, a small federal agency, the operations study involved the use of an in-house, office automation committee, an organizational mechanism that is broadly applicable to numerous other firms and offices. Students collected data on the office functions, available hardware alternatives, staff training needs, and previous efforts to assess office automation needs. They then worked as a committee to design the office automation system, construct a detailed implementation plan, and design follow-up productivity surveys. The case study permitted students to reenact a real life scenario and helped them appreciate the types of problems likely to be encountered in attempting to manage change in a complex organization. (EW)

ED 307 927 JC 890 287

Carvell, Joan Barnes
On Course: A Report to the Legislature on Vocational Education Instructor and Career Counselor Inservice Training, 1986-88.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 88
NOTE- 21p.; Report prepared by the Employment Training Unit of the Office of the Chancellor. Color graphics may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; Cooperative Programs; *Counselors; Counselor Training; *Faculty Development; *Inplant Programs; *Inservice Education; *Skill Development; Staff Development; State Aid; Technological Advancement; Two Year Colleges; *Vocational Education Teachers
IDENTIFIERS- *California

Rapid technological changes in manufacturing, business, and health care, among other fields, mean that community college instructors and counselors must be informed about current trends in theory and learning, and equipped with up-to-date information about job requirements and opportunities. California's Vocational Education Instructor and Career Counselor Inservice Program was created to address this need. The primary goals of the program are to identify and expand linkages and exchanges between community colleges and the private sector, to upgrade the skills of counselors, and to ensure that vocational education instructors possess the most current technical information available. Through the program, California community colleges received $5,014,305 in grants and other sources of funding from 1986 to 1988 to develop inservice training programs for instructors and counselors. Projects ranged from short-term, job-site training of one instructor to large, multi-faceted activities involving as many as 20 instructors and counselors. The most successful projects involved intensive on-site company training, training at industry institutes after company training, team approaches, and good planning. Selected outcomes of the project for the two-year period included the following: (1) 217 companies participated in the training of 178 instructors and counselors, with 41% of the instructors teaching in technical disciplines; (2) 47.2% of the participants spent a month or less in training; (3) job shadowing, on-site company training, specialized industry institutes, and a combination of approaches were the most common types of training activities; and (4) the most measurable changes were updated curricula, new instructional methods and equipment, and new courses added to the program. (ALB)

ED 307 967 PS 017 944

Fernie, David
The Nature of Children's Play.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-PS-88-7
PUB DATE- 88
NOTE- 3p.
CONTRACT- RI-88-062012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Children; *Childrens Games; *Developmental Stages; Guidelines; Infants; Parent Role; *Play; *Pretend Play; *Sensory Experience; Teacher Role; Toddlers
IDENTIFIERS- ERIC Digests

This ERIC Digest discusses children's play and its relationship to developmental growth from infancy to middle childhood. Discussion focuses on: (1) sensorimotor play in which infants and toddlers experiment with bodily sensation, motor movements, objects, and people; (2) pretend play in which children carry out action plans, take on roles, and transform objects as they express their ideas and feelings about the social world; and (3) games with rules which usually involve two or more sides, competition, and agreed-upon criteria for determining a winner. Concluding discussion suggests ways in which educators and other adults can support children's play. (RH)

ED 307 983   PS 018 033

Wilson, Stephanie; Shaughnessy, Michael F.
Neonatal Audiologic Screening and Test Procedures.
PUB DATE- 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Auditory Evaluation; *Auditory Tests; Guidelines; *Identification; *Neonates; *Screening Tests

This paper provides guidelines for neonatal audiologic screening. Hearing tests that measure behavioral responses, and those that measure physiological changes of body function in response to a stimulus, are discussed. The paper is intended to rectify inadequate means of identifying and testing infants considered as high risks for hearing loss. The information presented indicates the existence of viable methods of determining the hearing acuity of an infant. Discussion emphasizes that early identification of hearing problems is of paramount importance for the prevention of unnecessary delays in a child's ability to communicate and interact with the world. Specific strategies for early identification are offered. (RH)

ED 308 127 SO 020 060

Global Studies, Grade 9. East Asia-Japan Unit.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-0-88315-952-4
PUB DATE- 88
NOTE- 164p.; Photographs and occasional small type may not reproduce well.
AVAILABLE FROM- New York City Board of Education, 131 Livingston St., Room 613, Brooklyn, NY 11201 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Area Studies; *Asian Studies; Class Activities; Curriculum Guides; Economic Development; Geography Instruction; *Global Approach; Grade 9; History Instruction; Multicultural Education; Political Science; Secondary Education; Social Studies; Teaching Methods; Worksheets
IDENTIFIERS- *Asia (East); Global Studies; *Japan

This curriculum guide is designed to assist teachers and supervisors in the implementation of the New York State Global Studies syllabus. The materials presented in this guide represent suggested approaches for teaching the unit on East Asia-Japan. The themes addressed are: the physical/historical setting, the dynamics of change, contemporary nations and cultures, economic development in Japan, and Japan in the global context. Each theme begins with a rationale and performance objectives, and includes several teaching strategies and related worksheets. Each strategy aims to promote learning by including one or more skills in an area such as critical thinking, reading, writing, map interpretation, and problem solving. They call for a variety of activities, including roleplaying, simulations, small group discussions, brainstorming, debates, research activities, interviews, and "hands-on" experiences. Worksheets contain teaching/learning activities including primary sources such as photographs, diaries, documents, maps, charts, graphs, diagrams, speeches, and letters of a particular era. A calendar of lessons which details lesson aims and major ideas to be learned is included. (DJC)

ED 307 818 FL 018 030

Vazulik, Johannes; Brown, Cheri
Another Look at Correlations between the Oral Proficiency Interview and the Zertifikat Deutsch als Fremdsprache.
PUB DATE- 16 Apr 89
NOTE- 19p.; Paper presented at the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (21st, Nashville, TN, April 13-15, 1989).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Comparative Testing; *Correlation; *German; Higher Education; *Language Proficiency; Language Skills; *Language Tests; Second Language Instruction; Test Selection; *Test Theory; *Test Validity
IDENTIFIERS- *ACTFL Oral Proficiency Interview; *Zertifikat Deutsch als Fremdsprache

A study supplementing earlier research by Lalande and Schweckendiek investigated comparisons and correlations obtained from testing a group of 17 university students of German using both the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) and the most recent revision of the examination for the Zertifikat Deutsch als Fremdsprache (ZDaF). The OPI is a direct test of speaking proficiency, while the ZDaF combines direct, function-oriented, oral and written tests with discrete, multiple-choice tests of reading, listening, and grammar/vocabulary skills. The most important result of the study was that the data revealed a very strong correlation between OPI and ZDaF. Evidence also indicated a strong correlation between the OPI and the composite of the oral portions of the ZDaF, and between the OPI and the composite of the written portions of the ZDaF. The results also mirrored earlier findings of a high correlation between the OPI and the ZDaF grammar/vocabulary development sections. The advantages and disadvantages of administering each test are presented so that test administrators can make the best informed choices. (DJD)

ED 308 014 PS 018 100

Summers, Marie Elizabeth
Generating, Evaluating, and Selecting Solutions to Problems:
Individual versus Group Teaching for Preschoolers.
PUB DATE- 6 Apr 88
NOTE- 86p.; Master's Thesis, University of Kansas.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Group Instruction; *Individual Instruction; *Preschool Children; Preschool Education; *Problem Solving; *Teaching Methods

This study compares the teaching of problem-solving skills to preschool children in individual and group settings. Subjects were 8 girls and 7 boys of 3 years, 6 months to 5 years, 10 months of age who attended a university laboratory preschool. There were two experimental groups and one comparison group. Children were presented with a problem staged in their classroom and were encouraged to generate possible solutions, evaluate the solutions, and implement their chosen solution. A point system was used to compare children's performance of the problem-solving skills. Children who received no instruction earned successively fewer points in their five pretests. Three children increased the number of points they earned after they received group teaching, and seven increased their posttest scores after individual teaching sessions. Repeated opportunities to solve problems did not increase children's scores. However, when opportunities were combined with teaching, mean scores increased. Related materials are appended, including sample data sheets for recording children's solutions, a description of how problem-solving skills were taught, and a set of bar graphs illustrating research results. (RH)

ED 308 084 SE 050 690

Wood, Eric F.
Staff Development for Mathematics Teachers: Assumptions To Consider.
PUB DATE- 12 Jun 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Educational Innovation; Elementary Education; *Elementary School Teachers; *Faculty Development; Foreign Countries; *Inservice Teacher Education; Mathematics Instruction; Mathematics Teachers; *Program Development; Teacher Attitudes; *Teacher Improvement
IDENTIFIERS- Ontario

This paper is intended to provide a basis for discussion about staff development in the mathematics education community. It is directed to those who plan staff development programs intended to improve elementary mathematics teachers' classroom practice. Discussion includes the importance of establishing program goals and considerations of the knowledge base of teachers attending the staff development program. How teachers learn, their stages of development, the amount of administrative support they receive in their schools, and the teachers' sense of efficacy are also stressed as important to program planners. Included are 23 references. (DC)

ED 308 157 SP 031 247

Ibrahim, Hilmi, And Others
Pioneers in Leisure and Recreation.
American Alliance for Health, Physical Education, Recreation and
  Dance, Reston, VA. American Association for Leisure and Recreation.
REPORT NO.— ISBN-0-88314-425-[illegible]
PUB DATE— 89
NOTE— 237p.
AVAILABLE FROM— AAHPERD Publications, Inc., P.O. Box 704, Waldorf, MD

  20604 ($17.95).
LANGUAGE— English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE— Historical Materials (060) -- Reports - Descriptive
  (Program/Project Descriptions) (141)
DESCRIPTORS— Ancient History; Athletics; *Biographies; Conservation
  (Environment); *Leisure Time; Life Style; *Modern History; Parks;
  *Playgrounds; *Recreational Activities; Travel

This book consists of brief biographies of people who have contributed to the field of leisure and recreation. The 25 pioneers chronicled span over two thousand years and cross many cultures. Some are theorists, others are practitioners, but all of them left their imprint on the leisure and recreation field. Arranged sequentially by dates, the book includes Aristotle, Cicero, and Seneca across the years to Foster R. Dulles and Charles Brightbill. (JD)

Levinson, Cynthia Y.
Research in Planning and Practice for Technology in Texas.
PUB DATE- 27 Mar 89
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; *Computer Assisted Instruction; Cost Effectiveness; Distance Education; Economic Factors; *Educational Technology; Elementary Secondary Education; Information Needs; *Instructional Effectiveness; *Long Range Planning; *Media Research; *Needs Assessment; Policy; Research Design; Special Education; Statewide Planning
IDENTIFIERS- Texas State Board of Education

This report describes the development of a long-range plan by the Texas State Board of Education for the educational use of technology in Texas schools. The first of four sections of the paper reviews selected research on the effectiveness of technology in grades K-12. The topics addressed are basic skills acquisition; higher-order skills attainment; special education; distance learning; and costs and benefits (the last is deliberately excluded from the long-range plan for technology). The second section presents an overview of economic and educational needs for technology in the state, and discusses the issues of quality, equity, and accountability. The third part suggests research strategies for use in planning for technology, e.g., a review of the research literature on the effectiveness of computer-based and distance learning, or an analysis of statistics on the educational needs in the state that can be at least partially met with the integration of technology. The final section summarizes and describes the status of the State Board of Education's long-range plan for technology for 1988-2000. Topics discussed include: (1) principles of education and technology that have derived from both the content and the ambiguity of the research on effectiveness and needs; (2) key actions proposed for the state and for regional educational service centers; (3) cumulative outcomes expected by the year 2000; (4) the amount appropriated to facilitate implementation of the plan during the first biennium; and (5) the status of the plan as of March 1989. (34 references) (CGD)

ED 307 872 IR 052 757

DePew, John N.

Statewide Disaster Preparedness and Recovery Program for Florida Libraries. Occasional Papers Number 185.

Illinois Univ., Urbana. Graduate School of Library and Information Science.

PUB DATE- Feb 89

NOTE- 54p.

AVAILABLE FROM- Graduate School of Library and Information Science, Publications Office, University of Illinois at Urbana-Champaign, 249 Armory Building, 505 E. Armory Street, Champaign, IL 61820 ($5.00 plus $2.50 for handling and shipping, prepaid).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cooperative Programs; *Emergency Programs; *Library Materials; Library Planning; Library Research; *Library Surveys; Natural Disasters; Preservation; Statewide Planning; *Workshops

IDENTIFIERS- *Florida

The goals of this program were to alert Florida's academic and public librarians to the nature of fire- and water-related disasters, train them to prepare for and respond to emergency situations in ways that would minimize damage to collections, and establish a statewide library disaster recovery network. These goals were met by means of the following activities: a survey that gathered information about the status of disaster preparedness and alerted librarians to the need for emergency readiness; the provision of workshops throughout the state to train librarians in disaster preparedness and response; and the dissemination of information to the participants about who attended, available resources, and the role of the Division of Library and Information Services of the Florida Department of State in the event of an accident or emergency. The survey questionnaire was designed to elicit information about collection maintenance and protection problems, conservation expertise available in each library, receptiveness to working in a network mode, and willingness to participate in a program to prepare disaster plans. This report describes the survey methodology; analyzes the responses received from 78 academic (96.3%) and 105 public libraries (90.4%); describes the 2-day workshops held in several areas of the state; and reports on post-workshop activities. The report concludes with an assessment of the project workshops and recommendations for materials, specialized equipment, supplies and emergency assistance procedures, communications, and a follow-up survey of progress made by workshop participants. A copy of the survey instrument used is appended. (17 references) (EW)

ED 307 900 IR 052 791

Bridge, Frank R.; Garcia, C. Rebecca
Data Conversion. A Fundamental Step toward Library Automation. Participant Workbook For a Workshop .
Texas State Library, Austin. Dept. of Library Development.
PUB DATE- Nov 88
NOTE- 162p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Bibliographic Databases; *Library Automation; *Library Planning; *Machine Readable Cataloging; Online Systems; Standards; *Users (Information); Workbooks
IDENTIFIERS- Authority Control (Information); Barcodes; *Data Conversion; MARC; *Retrospective Conversion (Library Catalogs)

This workbook for participants in a 1988 Texas State Library workshop is designed to provide a step by step outline for the full process of bibliographic, item, and patron conversion from paper files to an online environment; to orient participants to various methods and major vendors of bibliographic retrospective conversion; and to provide a working definition of data conversion and related terminology. The following topics are covered: (1) issues in bibliographic conversion, including standards, methods of retrospective conversion, and authority control; (2) tape processing options and item record creation, including systems for labeling individual items; (3) barcoding procedures and patron conversion, i.e., optional ways of labeling items and registering patrons; and (4) planning, procurement, and database maintenance, including sample RFPs (request for proposal) and sample procedures for authority control. Also provided are an outline of tasks involved in a data conversion project; cost sheets for retrospective, patron, and item conversions; and lists of data conversion service firms, OCR label vendors, barcode label vendors, and plastic library card vendors. (47 references) (CGD)

ED 307 914   JC 890 273

Wilkinson, Donna; Green, Peggy

Increasing Institutional Effectiveness through Outcomes Assessment.
PUB DATE- 89
NOTE- 39p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (69th, Washington, DC, March 29-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Planning; Community Colleges; Course Descriptions; *Evaluation Criteria; Evaluation Methods; Mission Statements; *Organizational Objectives; *Outcomes of Education; *School Effectiveness; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Broward Community College FL

In 1987, under pressure from its accreditation agency and the state, Broward Community College (BCC) initiated the Institutional Effectiveness and Assessment Project to improve the college through outcomes assessment. The project had four interrelated components: (1) a revision of BCC's mission statement to incorporate a new section on institutional values; (2) the Course Outline Review Project, which examined the purpose and expected educational results of individual courses; (3) the creation of 20 task forces to define expected outcomes for departmental units, such as the bookstore and library, and for associate degree and certificate programs; and (4) the formation of the Educational Planning Committee to recommend a college planning process and format for the resulting plan. After its second year of operation, the project had developed a revised institutional mission statement; had updated the content of 250 courses and revised course outlines to present objectives in the form of expected outcomes; had initiated a program of annual surveys of students, faculty, and administrators to assess their perceptions of campus services; and was on its way to presenting the college president with a model and timetable for the development of an educational plan. Appendixes provide a copy of the revised BCC Mission Statement, forms used in the revision of course outlines, a list of task forces, recommendations of the associate in arts degree/honors task force, survey instruments, the timeline of the Educational Planning Committee, a report on a study of the effects of remedial reading instruction on subsequent college-level course work, and a sample project newsletter. (JMC)

ED 307 999 PS 018 067

MacDonald, Kevin
Parent-Child Interactions of ADHD Children: Comparisons with Children of Differing Sociometric Status.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Apr 89
NOTE- 23p.
GRANT- NIMH-1-R-01-MH-41697-01
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attention Deficit Disorders; *Hyperactivity; Males; *Parent Child Relationship; Parent Influence; *Peer Acceptance; Preschool Children; Preschool Education; *Rejection (Psychology)
IDENTIFIERS- *Attention Deficit Hyperactivity Disorder; *Sociometric Status

An investigation was undertaken of the hypothesis that the parent-child interactions of children having an attention deficit hyperactivity disorder (ADHD) would resemble those of rejected children and differ systematically from the interactions of popular and neglected children. Subjects were 12 popular, 12 neglected, and 12 rejected boys of differing sociometric status who ranged in age from 3 to 5 years. Additionally, 13 children ranging in age from 3 through 6 years who had been diagnosed as exhibiting ADHD were recruited. Physician's records indicated that the diagnosis of ADHD had been made on the basis of parent descriptions of the child. Data were gathered through teachers ratings on the Conners Abbreviated Symptom Questionnaire and the California Child Q-set for each participating child, and videotapes of each parent playing separately with the child for 20 minutes. Videotapes were scored on the following behaviors: (1) parent direct and child direct; (2) parent suggest and child suggest; (3) parent question and child question; (4) physical play; (5) object play; (6) approach stimulation; (7) avoid stimulation; (8) overstimulation; (9) positive affective response; and (10) aggression. Findings indicated that, in general, although the parent-child interactions of the ADHD children tended to differ from all of the other groups, they tended to differ least from the interactions of rejected children. Results are discussed. (RH)

ED 308 055   RC 017 155

Escamilla, Kathleen
A Brief History of Bilingual Education in Spanish. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-89-10
PUB DATE- Mar 89
NOTE- 3p.
CONTRACT- RI-88-062016
AVAILABLE FROM- ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Bilingual Education; Bilingual Education Programs; *Educational History; Elementary Secondary Education; English (Second Language); Language of Instruction; *Mexican American Education
IDENTIFIERS- California; Cuba; ERIC Digests; Florida; New Mexico; Texas

This digest provides a history of American bilingual education in Spanish from the late 1950's onward, to help educators serve Mexican American students. From 1958 to 1968 curriculum reforms influenced by the launch of Sputnik combined with an influx of Spanish-speaking immigrants from Cuba to effect development of bilingual programs in south Florida public schools; such programs were copied in other areas. Successful programs in Florida, Texas, New Mexico, and California led to increased federal interest culminating in passage, in 1968, of the Title VII Bilingual Education Act. The 1974 Supreme Court decision, Lau v. Nichols, held that school programs conducted exclusively in English denied equal access to education to students who spoke other languages. In 1982, amendment of Title VII legislation gave school districts more flexibility in implementing bilingual programs and offered Title VII projects the option of using English exclusively. Criticism of bilingual programs mounted in the 1980s, however, accompanied by a movement seeking to make English the official language of the nation. This digest suggests that schools must continue to confront the problem of non-English-speaking students in some constructive way. Contains 9 references. (DHP)

ED 308 068 SE 050 611

Riggs, Iris M.; Enochs, Larry G.

Toward the Development of an Elementary Teacher's Science Teaching Efficacy Belief Instrument.

PUB DATE- 89

NOTE- 31p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Educational Research; Elementary Education; *Elementary School Science; *Elementary School Teachers; Instructional Effectiveness; *Science Instruction; *Teacher Behavior; *Teacher Characteristics; Teacher Effectiveness; *Teacher Expectations of Students; Teacher Influence; *Test Construction

Data indicate that although science is required of all students in elementary school, elementary teachers do not usually teach science as a high priority or in a way that enhances student achievement. A myriad of possible causes for existing voids in this teaching process have been suggested by researchers. Teacher belief systems have been neglected as a possible contributor to behavior patterns which affect science teaching, therefore its investigation is vital to a more complete understanding of teacher behavior. This publication reports on a pilot and a major study in which the combined Personal Science Teaching Efficacy Belief scale and the Science Teaching Outcome Expectancy scale instrument (STEBI) was administered to measure self-efficacy or outcome expectancy. Results of a plot graph illustrated two homogeneous scales for the try-out study. Results of the major study indicate that the STEBI is a valid and reliable tool for studying elementary teacher's beliefs toward science teaching and learning. References, means and standard deviations, corrected item-total scale correlations and factor loadings, factor plot of final factor analysis results, demographic characteristics, final scales, validity coefficients, and scoring instructions for the STEBI are included. (RT)

ED 308 113 SO 019 966

Turner, John D.
Western Cultural Traditions: An Historic Perspective. A Report on the Course, I.C. 211, Fall 1988.
Norwich Univ., Northfield, VT.
PUB DATE— Dec 88
NOTE— 153p.
LANGUAGE— English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE— Reports - Evaluative/Feasibility (142)
DESCRIPTORS— Achievement Tests; Back to Basics; Course Evaluation; Curriculum Design; Curriculum Development; *Educational Quality; *Integrated Curriculum; Postsecondary Education; *School Effectiveness; Social Studies; *Teacher Effectiveness; Teaching Methods; Undergraduate Students; Undergraduate Study; *Western Civilization
IDENTIFIERS— *Norwich University Vermont College

The Integrating Studies Program at Vermont College was designed not only to help students master the dictates of established disciplines, but also to inquire about the nature of knowledge. As such, it reflects the growth of the general studies movement and that movement's desire to restore the bond between education and character-formation. The "Western Cultural Traditions" class was taught to 13 average students, and contained the readings of the "Bible," the "Odyssey," the "Republic," "the Meditations of Marcus Aurelius," and "Henry V." The evaluation includes five sections on the design of the class, with an introductory essay by the class instructor and several examples from each section. Twenty-seven memoranda are included, written by the instructor and designed to review classes, to expand on topics not discussed in class, or to organize issues that had been raised randomly. During each of the regular class periods, students were asked to write for five minutes on a topic related to the day's lessons. This insured active involvement in the learning process and helped students to make a connection between liberal arts study and everyday life. The individual responses of the entire class to 27 questions are given. A critical essay of 1,000 words was assigned, and a final examination consisting of a choice of seven essay questions was given to the class in advance of the examination period. Three essay samples and six examples are given. Comments from the course evaluation are also included. (JHP)

ED 308 173 SP 031 270

Freedson, Patty S., Ed.; Hoffman, Robert J., Ed.
Completed Research in Health, Physical Education, Recreation & Dance Including International Sources. Volume 31—1989 Edition.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.
REPORT NO.—ISBN-0-88314-431-6
PUB DATE—89
NOTE—[illegible]
AVAILABLE FROM—AAHPERD Publications, P.O. Box 704, Waldorf, MD 20604 ($15.00 + shipping and handling).
LANGUAGE—English
Document Not Available from EDRS.
PUB TYPE—Reference Materials - Bibliographies (131)
DESCRIPTORS—Abstracts; *Dance; Doctoral Dissertations; Educational Research; *Health Education; Masters Theses; *Physical Education; *Recreation; Research Reports; *Theses

This publication presents a bibliography of master's and doctor's theses covering research completed in 1987 from institutions offering graduate programs in health, physical education, recreation, dance, and allied areas. Most references are accompanied by abstracts of the research, and all are numbered in alphabetical order according to institution. (JD)

ED 307 804 FL 017 993

Ponder, Roger; Powell, William W.

Sourcebooks in ESL Instruction.

PUB DATE- 89
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *English (Second Language); Higher Education; Instructional Materials; Intensive Language Courses; *Program Implementation; *Research Skills; Second Language Instruction; Simulation; Teaching Methods
IDENTIFIERS- *Sourcebooks

In an intensive English-as-a-Second-Language (ESL) program, implementing a sourcebook project affects the design and content of all the courses in a curriculum. Sourcebooks, multimedia collections of materials devoted to a given topic and used in a simulation of academic research, can be adapted for use in independently operated ESL courses as well. Some practical issues to be considered in planning and compiling a workable sourcebook, including the special problem of selecting topics and materials, are discussed. Guidelines and ideas for teaching sourcebook materials and for drawing on the sourcebook resources in classes other than the composition class are given, and suggestions are made for utilizing sourcebooks in independent ESL classes. A sample bibliography for a sourcebook is appended. 23 references. (DJD)

ED 307 845　　IR 013 810

Schultz, Charles W.
Results of a Pilot Study of Text Density Preference Using the Paired Comparison Technique.
PUB DATE- 3 Feb 89
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Graduate Students; Higher Education; *Instructional Design; Microcomputers; Pilot Projects; *Retention (Psychology); *Student Attitudes; *Text Structure; Undergraduate Students
IDENTIFIERS- *Computer Displays

The preferences of a group of 35 randomly selected undergraduate and graduate students for different text density on computer screens were examined in this study. The displays, which ranged from 53% to 22% density, were generated using the Apple IIe microcomputer. Students were shown a pair of screens of different densities and asked which screen they preferred. The data were analyzed using the paired comparison technique. Results showed that the students' first preference was the 31% density screen, with 26% second, 22% third, and 53% last. The empirical data seemed to support the idea that there is an optimum in screen density. The text is supplemented by seven tables and one figure, and 20 references are provided. (EW)

ED 307 887 IR 052 775

Boucher, Virginia; Fayad, Susan
Library Resource Sharing in Colorado.
SPONS. AGENCY- Colorado State Library, Denver.
PUB DATE- 88
NOTE- 145p.
AVAILABLE FROM- Colorado State Library, 201 E. Colfax, Denver, CO 80203 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Delivery Systems; *Interlibrary Loans; Library Expenditures; *Library Networks; *Library Role; Library Statistics; Library Surveys; Questionnaires; *Shared Resources and Services; *State Libraries
IDENTIFIERS- *Colorado; *Document Delivery Systems

A study was performed for the Colorado State Library to assess the current status of resource sharing--i.e., interlibrary loan (ILL), reference referral, and document delivery--among Colorado librarians, for the purpose of creating a benchmark for evaluating current services and for making recommendations for improvements in these areas. Four methods of data gathering were used: (1) site visits with the seven regional systems, with one or more of the major resource libraries in each region, and with the ILL service of the Colorado Resource Center (CRC); (2) ILL statistics complied from various existing reports from the regional system, from the CRC, from individual libraries, and from OCLC; (3) a survey distributed to a representative sample of libraries participating in ILL; and (4) a lending cost study executed by major resource libraries. From the results of analyses of all these data, 38 recommendations were developed. The report contains descriptions of the site visits, which provide a comprehensive and detailed picture of the resource sharing system and the CRC; the survey results, which show that ILL and other resource sharing activities are a vital part of library service in Colorado; an ILL lending cost study which provides a realistic, statewide determination of the cost of interlibrary lending; ILL loan statistics, which indicate the importance of ILL in meeting the information needs of state residents; a glossary and program description; and a two-part bibliography. The 10 appendixes include a copy of the survey questionnaire. (21 references) (CGD)

ED 307 941 JC 890 301

Fadale, LaVerna M.; Winter, Gene M.

Impact of Campus-Based Child Care on the Academic Success of Student-Parents at SUNY Community Colleges.

State Univ. of New York, Albany. Two Year Coll. Development Center.

SPONS. AGENCY- State Univ. of New York, Albany. Office for Community Colleges.

PUB DATE- 88

NOTE- 39p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Achievement; Academic Persistence; Community Colleges; *Day Care; Day Care Centers; Enrollment Influences; Family Influence; *Nontraditional Students; Questionnaires; *Student Characteristics; Student College Relationship; *Student Needs; Surveys; Two Year Colleges

The focus of this study was the relationship between campus-based child care services at the State University of New York (SUNY) community colleges and the academic success of student-parents. Academic success was defined as completion of a degree or certificate program, transfer, or continued enrollment. Data were collected through surveys mailed to the director of child care at each SUNY community college having operational child care services, and distributed to student-parents using the services. Responses were received from 24 SUNY community colleges and 501 student-parents. Study findings included the following: (1) 60.9% of the student-parents were between 21 and 30 years of age, 95.7% were female, and 67.5% were unemployed; (2) 81.6% of the student-parents credited child care availability as a very important factor in their decision to enroll, while 59.7% stated that they would not be able to continue without the service; (3) 88.9% identified supplemental benefits received from the child care services, including the opportunity to meet other student-parents and help with parental problems; (4) the success rate of student-parents was more than 26 percentage points greater than the general student population; (5) 87% of the respondents with incomes of less than $15,000 identified child care as important to their decision to pursue higher education; and (6) 98% gave positive responses regarding the quality of care and concern shown by the child care staff. The survey instruments are appended. (Author/JMC)

ED 307 954 JC 890 317

King, Maxwell C.
Providing Leadership and Implementation for International Education in Community Colleges.
PUB DATE- 13 Jun 89
NOTE- 12p.; Paper presented at the League for Innovation in the Community College Conference, "Leadership 2000" (San Francisco, CA, June 11-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Consortia; *Cross Cultural Studies; Educational Needs; Foreign Students; International Cooperation; *International Studies; *Multicultural Education; Technical Assistance; Two Year Colleges

As recently as the early 1980's, the overwhelming majority of community college presidents and trustees were far from endorsing international education on their campuses. However, the increased involvement of the United States in the global economy, growing numbers of foreign students, and interest in community colleges from government officials and educators from other countries have all contributed to increasing recognition of the role that community colleges can play in international education. In this context, international education refers to all studies and programs that help students learn about the world beyond their own nation and transcend their culturally conditioned, ethnocentric perspectives, perceptions, and behavior. These goals have been furthered by more than a dozen two-year college consortia devoted to international education, financial and information resources provided by a variety of agencies, and exemplary programs at many community colleges. Community Colleges for International Development (CCID), for example, is a consortium of 40 U.S. and Canadian community colleges established to provide opportunities for international study, exchange, and professional development to two-year college students and faculty and cooperating institutions abroad. In addition, CCID colleges provide long- and short-term education and technical assistance to interested countries. At Florida's Brevard Community College, one of the founding members of CCID, international education includes foreign language instruction, international studies, and efforts to internationalize the general education and business curricula. Faculty development is the primary means of advancing the international dimension, but leadership and support from top administrators is essential to ensuring that international education is an institutional priority. How other community colleges implement international education will depend on their own purposes, procedures, and personnel. (ALB)

ED 307 968 PS 017 946

Farha, Jacquelyn L.; Milbrandt, Melody S.
"Beyond Lollipop Trees": Teaching Thinking Skills through Art.
PUB DATE- Mar 89
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; *Cognitive Ability; Comparative Analysis; Elementary Education; *Elementary School Students; *Problem Solving; *Teacher Certification
IDENTIFIERS- *Art Concepts; *Thinking Skills

The purpose of this study was to assess the effects of an innovative art education program that was piloted in two elementary schools in Wichita, Kansas in 1987. Two questions were addressed: (1) Does instruction in art by a qualified art teacher produce increased learning of the content of art? and (2) Does art instruction emphasizing thinking skills have positive effects on student learning? Four major areas of instruction were addressed in the experimental art program: design concepts and expressive art production, critical and appreciative learning in art, cultural and historical aspects of art, and creative problem solving. Two teachers with certification in art education were assigned to the experimental schools. The teachers met with students in grades 1 through 6 for 1 hour each week. Lesson plans were designed to teach art concepts with an emphasis on higher level thinking skills. In addition to analysis, synthesis, and evaluation, students were involved in activities requiring transformation, causation, focus, visualization, tolerance, elaboration, and divergent thinking. The experimental group consisted of fourth, fifth, and sixth grade students; the control group consisted of students receiving art instruction from regular classroom teachers. Results indicated that instruction in art by a qualified art teacher produces increased learning in the content of art. Findings concerning student achievement were inconclusive. (RH)

ED 307 984 PS 018 035

Employers and Child Care: Benefiting Work and Family.
Women's Bureau (DOL), Washington, D.C.
PUB DATE- 89
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cost Effectiveness; Early Childhood Education; Employed Parents; *Employer Supported Day Care; Family Problems; Federal Government; Library Materials; Needs Assessment; *Program Development; Program Implementation; Questionnaires; Small Businesses; Taxes
IDENTIFIERS- Subsidized Child Care Services

This publication is designed for employers and employees concerned with developing programs and policies for high quality and cost-efficient care for children of working parents. Topics covered include: (1) child care services for working parents; (2) government subsidies for child care costs; (3) conflicts between work and family responsibilities; (4) benefits to the employer from employee child care initiatives; (5) employer involvement in programs that support working parents; (6) child care initiatives for small businesses; (7) federal tax issues relating to employer child care support programs; (8) assessing the need for family-oriented policies and benefits; (9) planning and cost analysis; (10) implementing the program plan; and (11) resources for planning and implementing employer-sponsored child care services and benefits. About 50 references are cited. Appendices provide references for a child care library and a list of child care questionnaire items. (RH)

ED 308 028 RC 016 885

Finley, Paris
Malaise of the Spirit: A Case Study.
Alaska Univ., Fairbanks.
PUB DATE- Feb 88
NOTE- 57p.; In: Kleinfeld, Judith, "Teaching Cases in Cross-Cultural Education." For a related document, see RC 017 089.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alaska Natives; Case Studies; *Community Problems; Critical Thinking; Cultural Differences; Preservice Teacher Education; Problem Solving; Public Schools; Racial Relations; *Rural Schools; *School Community Relationship; Secondary Education; *Student Motivation; *Student Problems; Teacher Influence; Teacher Morale; *Teacher Response
IDENTIFIERS- Alaska

This case study describes an experienced high school teacher's difficulties in an Alaskan town with severe tensions between Caucasian and Eskimo students and between community members and teachers. This "teaching case" helps preservice teachers understand the complex, ambiguous situations which arise in rural teaching. The limitations of scientific rules and principles are especially obvious in rural Alaska schools. Teachers, typically Caucasian outsiders, must decide whether research-based knowledge derived from mainstream situations applies to small cross-cultural classrooms, and must think through issues related to their role and position in a small, culturally different community. Part I describes a classroom fight between a Caucasian and an Eskimo student which triggered the teacher's realization and analysis of the following school and community problems: (1) consistently lower grades for Native students compared to Caucasians despite apparent parity in standardized test profiles; (2) low self-esteem and motivation among Native students; (3) constant griping by faculty; (4) lack of mutual support among teachers; (5) feelings of powerlessness in principal; (6) poor community self-image; and (7) distrust and bad feelings between community members and teachers. Part II describes the actions the teacher took and their outcomes. This design allows students to read and discuss the problem situation without knowing its resolution. The report discusses the purposes and use of teaching cases, and includes general questions to focus student reflection and discussion, background information on the town and high school, and information on six motivational factors. (SV)

ED 308 042 RC 017 094

Abbott, Susan

"How Can You Expect To Hold onto Them Later in Life if You Begin Their Lives by Pushing Them Away?" Comparative Perspectives on an Eastern Kentucky Child Rearing Practice.

SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Berea Coll., Ky.

PUB DATE- Feb 89

NOTE- 26p.; Paper prepared for the Annual Meeting of the Society for Cross-Cultural Research (New Haven, CT, February 23-25, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attachment Behavior; *Child Rearing; Children; *Family Life; Intimacy; *Mothers; *Parent Child Relationship; Rural Family; Social Science Research; Surveys

IDENTIFIERS- Appalachia; *Appalachian People; Appalachian Studies; Kentucky (East)

Family solidarity runs strong in Appalachia, where young adults typically settle near their parents in kin-based rural neighborhoods. One child rearing practice that may contribute to this closeness is parent-child co-sleeping. Interviews with 107 mothers in eastern Kentucky focused on the sleeping location history of one child. Most subjects were working-class housewives with high school educations, living in nuclear family households of two adults and two children. The children had a mean age of 5.6 years, with a range of 2 months to 22 years. First sleeping location was the parents' bed for 36% of the children and different bed in parents' room for an additional 49%. At the time of the interview, 36% of the children were sleeping in parents' bed or room, 23% were with siblings, and 41% had their own rooms. The oldest child reported to co-sleep with a parent was 3 years old and was in transition to sleeping with a sibling. Variations in the overall pattern of children's sleeping locations were related to the child's birth order, number of rooms in the house, mother's place of birth (Appalachia versus elsewhere), and mother's and father's educational attainment. Mothers were more likely to have negative feelings about moving their child's sleeping location to another room if the move was sparked by a sense of "appropriate" behavior than if it was motivated by situational or demographic factors. This report contains 12 references and 7 tables and figures. (SV)

ED 308 085 SE 050 691

Annual Review of Environmental Education, Second Issue 1988.
Council for Environmental Education, London (England).
PUB DATE- Jan 89
NOTE- 51p.; Photographs and drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - General (020)
DESCRIPTORS- Comparative Education; *Elementary School Science; Elementary Secondary Education; *Environmental Education; *Foreign Countries; *International Cooperation; Networks; *Program Descriptions; Science Education; *Secondary School Science
IDENTIFIERS- *Great Britain; Norway; Scotland; Sweden; Wales

This journal issue discusses the idea that 1988 was a year in which "green thinking" and environmental matters came to the top of the political and public agenda. At the same time, environmental education received new recognition as a vital dimension of education having relevance to all. In 1989, it seems likely that environmental education will receive further endorsement by its recognition as a key cross-curriculum area by the National Curriculum Council in Great Britain. This publication also provides information on significant trends, initiatives, and the direction of environmental education. Some 30 articles and items cover such areas as: (1) progress during 1988 in England, Wales, and Scotland; (2) research and development initiatives; (3) specific aspects and important case studies; (4) views and reflections on issues; (5) relevant developments in the broad field of education; and (6) a feature looking at three initiatives based on international school links. (CW)

ED 308 099 SO 019 921

Roy, Rustum, Ed.
Technological Literacy. Proceedings of the First National Conference (Baltimore, Maryland, February 14-16, 1986).
Pennsylvania State Univ., University Park. Materials Research Lab.
PUB DATE - 86
NOTE - [illegible]p.
LANGUAGE - English
EDRS Price - MF01/PC[illegible] Plus Postage.
PUB TYPE - Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS - Blacks; Community Colleges; Educational Technology; Elementary Secondary Education; Ethnic Groups; Interactive Video; *Liberal Arts; *Minority Groups; Postsecondary Education; *Science and Society; *Science Education; Scientific and Technical Information; Technical Education; *Technological Advancement; *Technological Literacy; Videodisks
IDENTIFIERS - Video Technology

These papers, divided into six sections, provide an accurate indication of thinking about technological literacy (TL) in the U.S. "Main Problems and Issues" contains four papers which discuss the needs, challenges, and benefits of developing TL. "Technological Literacy: Concepts and Measures" includes six papers which discuss multi-disciplinary aspects, problems of measuring TL, and institutional implications of developing TL. "Higher Education" has 11 papers which look at the role of TL at various institutions of higher education, from universities to community colleges, and its implications for the liberal arts and sciences. "Kindergarten through Grade 12," contains eight papers which concern themselves with the methods, materials, and conceptual structures of programs to develop TL at these levels. "Technological Literacy and the Minority Learners" includes three papers which discuss the special role of the development of TL among minority and ethnic students. "Innovations in Educational Technology" presents four papers on the use of new technologies in the educational process, especially

video and video discs. A discussion of the relationship between humanists and technologists, and a final essay on TL conclude this collection. (PPB)

ED 308 142 SP 031 202

Kleinsasser, Audrey M.
Four Facets of Classroom Ownership Emerging from a Grounded Theory of Novice Language Arts Teachers' Knowledge of Practice.
PUB DATE- 31 Mar 89
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; *Cooperating Teachers; Elementary Secondary Education; Higher Education; Language Arts; Preservice Teacher Education; *Professional Autonomy; Program Length; *Student Teacher Attitudes; *Teacher Interns; *Teacher Role; Teacher Student Relationship

This study examined the phenomena of the ownership of the classroom by a cooperating teacher and the constraints this imposes on the student teacher. Eight secondary language arts student interns completing a 16-week teaching internship participated in the study. Case studies were developed from data which included weekly unstructured interviews, bi-weekly journal accounts, two classroom observations, and structured interviews before and after the internship. Four facets of classroom ownership which formed distinct barriers for the intern teacher are identified and discussed: (1) the cooperating teacher's physical presence in the classroom; (2) the artifacts of teaching, e.g., the grade book, teacher's desk, building and room keys, and even the pupils considered as human artifacts whom the teacher "owns"; (3) length of the internship and interpersonal relationships; and (4) experience and decision making power. (JD)

ED 307 832 HE 022 190

A Self-Instructional Course in Student Financial Aid Administration. Module 10: The Pell Grant Program. Second Edition.

Office of Student Financial Assistance (ED), Washington, DC.; Washington Consulting Group, Inc., Washington, DC.

PUB DATE- 20 Aug 88
NOTE- 96p.; For related documents, see HE 022 181-198.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Responsibility; Administrator Role; Computation; Educational Finance; *Eligibility; *Federal Aid; Federal Government; Federal Programs; Financial Support; *Grants; Higher Education; *Program Administration; Programed Instructional Materials; *Student Financial Aid; *Student Financial Aid Officers
IDENTIFIERS- Department of Education; Higher Education Act Title IV; Paying For College; Pell Grant Program

Module 10 of a 17-module self-instructional course in student financial aid administration (for novice student financial aid officers and other institutional personnel) examines the Pell Grant program's eligibility requirements and award calculation procedures. It is part of a complete system teaching management of federal financial aid programs authorized by the Higher Education Act Title IV. It teaches how to identify the components of the Student Aid Report (SAR), recognize terms and definitions used in award calculation, and determine student eligibility requirements for receipt of a Pell Grant. Four sections focus on: (1) student eligibility (general and program-specific requirements); (2) the application process (application forms, the SAR, preliminary review of the SAR, verification of the SAR, and confirmation of student eligibility); (3) determining the student's award (major factors in determining an award, payment and disbursement schedules, determining a scheduled Pell Grant, determining an expected disbursement, term-based programs, nonterm programs, crossover payment periods, transfer student awards, recalculation of a Pell Grant due to a change in enrollment status, and the "Federal Student Financial Aid Handbook"); and (4) disbursement procedures (distribution of grants and disbursement dates, retroactive payments, recovery of Pell Grant funds, and deadlines). Three appendices are: sample Pell Grant payment and disbursement schedules for the 1988-89 award year; student aid reports received under various circumstances; and SAR reporting procedures: correction, recalculation, adjustment, projected year data, and secondary Student Aid Index. Contains four references. (SM)

ED 307 928 JC 890 288

Carvell, Joan Barnes
On Course: A Report to the Legislature on the Employer-Based Training Program, 1987-88.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 88
NOTE- 37p.; Report prepared by the Employment Training Unit of the Office of the Chancellor. Color graphics may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Business Education; Community Colleges; *Cooperative Programs; *Economic Development; *Employment Programs; Entrepreneurship; Job Training; Outcomes of Education; Program Development; *School Business Relationship; Small Businesses; *State Programs; Student Characteristics; Two Year Colleges
IDENTIFIERS- *California

The California community colleges are given state support to develop Employer-Based Training (EBT) programs. These programs address the economic development needs of local communities by offering training in new technologies, restructuring programs to meet industry needs, offering courses in starting a business to meet the needs of small firms, and participating as partners with local business and industry. In 1987-88, 32 EBT projects were funded, including five small business assistance/development, five economic development, nine new technology, four private sector, and nine combination new technology/private sector projects. Available data on these programs indicate that: (1) 68% of the participants were White, 16% Hispanic, 13% Asian, and 5% Black; (2) 65% of the participants were male; (3) while women and Hispanics were least likely to be employed prior to training, they were most likely to complete the training and demonstrated the greatest gains in obtaining employment after training; (4) most colleges had to remodel facilities to accommodate the project and most had to purchase or update equipment; and (5) 18 projects provided career counseling and/or assessment, 15 provided job placement assistance, 9 provided remedial instruction, and 6 provided mentoring. The report provides brief descriptions of the EBT projects. (ALB)

ED 308 015   PS 018 101

Ward, Antony; And Others
Capital Needed: Financing New Space for Day Care Centers.
Child Care, Inc., New York, NY.
PUB DATE- Feb 89
NOTE- 78p.
AVAILABLE FROM- Child Care, Inc., 275 Seventh Avenue, New York, NY 10001 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classrooms; *Costs; *Day Care; Early Childhood Education; *Educational Finance; *Educational Needs; Educational Policy
IDENTIFIERS- *New York (New York); Supply and Demand

The issue of how to finance creation of new space or expansion of current space for day care in New York City (NYC) is the subject of this report. In NYC, there are close to 105,000 children under 6 years of age for whom there is no space in day care programs. Even if there were sufficient subsidies to help parents obtain child care, there would not be enough room for their children in existing programs. The lack of space for day care centers has reached near critical proportions. The first part of this report examines the supply and demand for day care for children under 6, and identifies the nature and extent of the need for new space for programs. Part two offers a brief analysis of the cost of renovating or constructing classrooms. The third and fourth parts explore two types of financing options: those that would not impose direct responsibility for debt service on day care programs, and those that would have a direct effect on center budgets. The final part recommends several policy initiatives. Appendices indicate potential demand for day care, describe Project Giant Step and LYFE, and list participants in the Child Care, Inc. meeting on financing options for new day care space. (RH)

ED 308 128 SO 020 062

Sefran, Francisca
The Archives of the Holland Land Company in Reed Library and Related
New York State Collections. Research Guide No. 36.
State Univ. of New York, Fredonia. Coll. at Fredonia. Reed Library.
PUB DATE 88
NOTE 39p.; For related document, see SO 020 063.
LANGUAGE English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE Reference Materials - Bibliographies (131)
DESCRIPTORS Academic Libraries; Annotated Bibliographies; *Archives;
Higher Education; *Library Materials; Microfilm; Primary Sources;
Records (Forms); *Reference Materials; *Resource Materials
IDENTIFIERS *Holland Land Company

The Holland Land Company Manuscript Preservation Project in Reed Library, State University of New York, College at Fredonia is a grant-supported project concentrating on locating, assessing, and reproducing primary source material that relate to the activities of the Holland Land Company in the United States. The Holland Land Company collections are valuable records of early foreign and domestic investment companies that capitalized on land speculation. In addition, they contain useful materials that reflect the social, political, economic, and land use development on Holland Land Company territories from the 1790's well into the second half of the nineteenth century. They are important primary sources for research in history, political science, business, ecology, economics, anthropology, geography, biology, and other related fields. The purpose of this research guide is to aid students who wish to study the distribution of land, Indian affairs, and the history of regions and localities. Card catalog subject headings pertinent to these topics are listed. An annotated list of reference materials helps to put the Holland Land Company in a historical framework as it pertains to the general evolution of land history. Other sources deal more explicitly with the Company and with the regions in question. Examples of general county histories and other publications related to the Company's history are included. Materials available in manuscript and microfilm form are listed along with call numbers and names of relevant repositories. A selective list of repositories that house supplementary collections in New York State is provided. (GEA)

ED 308 158 SP 031 248

AUTHOR Grossman, Arnold H.
TITLE Personnel Management in Recreation and Leisure Services. Second Edition.
INSTITUTION American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. American Association for Leisure and Recreation.
REPORT NO ISBN-0-88314-402-6
PUB DATE 89
NOTE 287p.
AVAILABLE FROM AAHPERD Publications, Inc., P.O. Box 704, Waldorf, MD 20604 ($17.95).
LANGUAGE English
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE Reports - Descriptive (Program/Project Descriptions) (141) -- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS *Administrator Responsibility; Human Services; *Leisure Time; Organizational Communication; *Personnel Management; Planning; *Policy Formation; *Recreational Programs; Safety; Time Management; Volunteers

This book is directed primarily to the managers of recreation and leisure service organizations. Part 1 covers making and implementing policies. The focus is on the executive's role in policy making and developing and implementing personnel policies as the foundation of personnel management. Handling the problem of acquired immune deficiency syndrome (AIDS) in the work-place is discussed. Part 2 is devoted to organizations and individuals at work. It covers the functions of planning and organization, including approaches to job design and work redesign. Part 3 presents concepts, methods, and techniques for managing professional personnel, developing and implementing motivation strategies, managing work-related stress, and managing time. The fourth part covers special knowledge, procedures, and techniques related to the management of volunteer personnel. (JD)

ED 308 170 SP 031 271

[illegible]
Interactive Styles in Traditional and Reflective Teacher Education Seminars.
PUB DATE Mar 89
NOTE [illegible]; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE English
EDRS PRICE MF01/PC03 Plus Postage.
PUB TYPE Speeches/Conference Papers, "Papers Presented at..." (150) -- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS *Discourse Analysis; Divergent Thinking; Group Dynamics; Higher Education; *Interaction Process Analysis; Receptive Language; *Seminars; Student Attitudes; *Student Reaction; Teacher Behavior; *Teaching Styles

This study describes the interactive styles of two university professors and their students in traditional and reflective seminar contexts. As both professors taught the same group of undergraduates in an inquiry oriented experimental teacher education program and also taught groups of graduate students in traditional seminars, it was possible to analyze professor and student styles in both contexts. A discourse analysis system for seminar settings was used to determine how participants contributed to the structure and sequence of seminar talk in the four settings. Although structuring and answering styles varied between the two professors, professor style remained almost constant between settings, suggesting that the effect of context on professor style was minimal. Student styles were strongly influenced by professors; they varied their performance to match the professors' styles. No differences were found in the total number of moves (speech acts comparable to sentences) contributed by students in different contexts. However, students enrolled in traditional seminars accommodated professor style to a greater extent than did students enrolled in reflective seminars, who contributed significantly more moves typically taken by the professor in traditional settings. These differences suggest that student participation in reflective and traditional seminars differs qualitatively rather than quantitatively. (Author/JD)

ED 308 189 SP 031 347

Report of the Laboratory Review Panel on the 1987 Review of Laboratories.
[illegible] Research Corp., Bethesda, Md.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE Oct 87
NOTE 49p.; For other documents related to the Regional Educational Laboratory Recompetition of 1985, see SP 031 [illegible].
LANGUAGE English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS Agency Cooperation; Educational Research; Elementary Secondary Education; Institutional Mission; [illegible]; Long Range Planning; Needs Assessment; Program Effectiveness; Regional Laboratories; Research and Development; Resource Allocation
IDENTIFIERS Regional Educational Laboratories

This document reports on the 1987 external review of the nine Regional Educational Laboratories which evaluated lab performance during the first 18-22 months of their contracts and evaluated their plans for the remaining 3 years of the contracts. Observations about lab plans are presented on a program-wide basis.

It is reported that the 3-5 year plans developed by the labs leave questions for the review panel about the overall clarity and vision of the labs' mission. This appears to lead to uncertainty in the area of programmatic decision-making. The way in which labs set priorities was seen as not always clear. Some labs have experienced a profound shift of identity and purpose from being developer and provider of research and development to that of a linking agency, working primarily with and through other educational service agencies. The following questions are discussed: (1) Are the labs to be pro-active or reactive within their regions? (2) To what extent should regional labs also have some national identity? and (3) Are the intended degree and benefits of collaboration among the labs being achieved? Recommendations are made regarding the future of the program. (JD)

ED 307 819 FL 018 035

Nayar, P. B.
From Krasher to Ashen: Ethnocentrism and Universality in TESOL.
PUB DATE- Mar 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (23rd, San Antonio, TX, March 7-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developed Nations; Developing Nations; Educational Change; *Educational Practices; *English (Second Language);

*Ethnocentrism; *Foreign Countries; Instructional Effectiveness; *Language Role; Second Language Instruction; Teaching Methods; Teaching Styles
IDENTIFIERS- Universality

Attention is drawn to aspects of the transfer of English-as-a-Second-Language (ESL) expertise to both developing and developed nonnative English-speaking countries. It is maintained that: (1) several facts that have nearly the strength of canonical truths in the West reveal an ignorance of, and perhaps an indifference to, the socio-cultural, attitudinal, pragmatic, and even economic realities of Afro-Asia; (2) the contexts, motivations, methods, means, objectives, and traditions of learning ESL in the countries referred to by Kachru (1988) as the Outer and Expanding Circles create the need for a revision or redefinition of the concept of ESL and also of the theoretical orientation of second language learning that is currently fashionable; and (3) The number of nonnative speakers of English and the changing status of English in the world are convincing enough to change the ethos and power structure of current ESL practices. (DJD)

ED 307 901 IR 052 792

Todaro-Cagle, Julie
A Librarian's Planning Handbook for a Read-to-Me Club.
Texas State Library, Austin. Dept. of Library Development.
PUB DATE- 88
NOTE- 100p.; For the Texas Reading Club planning handbook, see ED 282 568; see also IR 052 790.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; *Family Programs; Guidelines; Library Personnel; *Library Planning; *Library Services; Prereading Experience; *Preschool Children; *Reading Aloud to Others; *Reading Programs; Volunteers

This planning handbook is designed to help library staff and volunteers organize, implement, and manage a Read-to-Me-Club for pre-reading or read-to-me patrons, and those parents, family members, and caregivers who care for, work with, and read to pre-readers. Nine chapters provide: (1) an explanation and description of a read-to-me program; (2) a rationale for a read-to-me program in a reading environment; (3) program goals with sample objectives and activities; (4) a discussion of programming for the read-to-me group with their parents, family members, or caregivers, with the focus on the child; (5) a discussion of programming, with the focus on the family; (6) guidelines and checklists for planning by library staff members; (7) suggestions for finding and keeping the audience; (8) a guide to scheduling the program; and (9) guidelines and sample brochures for explaining the program to parents. Although it can be used independently of "A Librarian's Planning Handbook for the Texas Reading Club," this guide is organized to be used in conjunction with the handbook as well, as a source of ideas for programming techniques; titles of materials and ideas from selected books; ideas for different types of publicity and forms to fill in for publicity releases and brochures; and a calendar to compare and supplement the Read-to-Me Calendar. A 60-item bibliography is provided. The appendix contains blank forms for use in planning for and managing the club and for registering members. (CGD)

ED 307 985 PS 018 036

Lindner, Barbara
Family Diversity and School Policy.
Education Commission of the States, Denver, Colo.
PUB DATE- Dec 87
NOTE- 27p.
AVAILABLE FROM- Education Commission of the States Distribution Center, 1860 Lincoln Street, Denver, CO 80295 (Publication No. AR-87-4, $5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Beliefs; Educational Change; Educational Policy; Elementary Secondary Education; *Family Characteristics; *Family School Relationship; Guidelines; *High Risk Persons; *Institutional Characteristics; Social Change

This paper focuses on the mismatch between the diversity of American families and the structure of the schools. An examination of the history of the family reveals that the family of the past was very different from the idealized versions popularized in the media. Data concerning divorce, single-parent families, intergenerational interaction, out-of-wedlock births, teen pregnancy, and cohabitation indicate similarities and differences between the families of past and present. Several closely related and distinct myths about the American family affect social legislation and policy. Prevailing myths are those of the monolithic family form, the independent family, and parental determinism regarding child outcomes. To the extent that the schools' often inflexible structure does not correspond to the diversity of families, schools support, reinforce, and perpetuate these myths. Most schools are still organized around the myths and accomodate the mythical family. Schools can change to meet the needs of the contemporary family by becoming aware of the constraints on the various family forms, and by increasing the involvement of parents, business, and social welfare agencies in the schools. (RH)

ED 308 000 PS 018 068

Mack, Sarah L.

Increasing Preventive Health Care in Young Children through Parental Involvement.

PUB DATE- 89
NOTE- 132p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Agency Cooperation; *Comprehension; *Disadvantaged Youth; Family Health; *Health Needs; *Health Services; Intervention; Low Income Groups; *Parent Participation; Preschool Children; Preschool Education; *Prevention; Workshops
IDENTIFIERS- Child Health; *Child Health Care

A health specialist serving a child care program in a metropolitan ghetto implemented a practicum to increase parent involvement with the health needs of their children. Goals were to: (1) ensure preventive and follow-up health care of children by increasing parents' use of medical resources; and (2) provide continuous education to parents in pediatric preventive health care and therapeutic practices. To attain these goals, a 12-week program for 100 parents (mothers) of preschool children was implemented. Three workshops covered comprehensive and preventive health care for children. Surveys tracked parents' inhibitions and unease toward community clinics. A system of communication was established between the centers and clinics. Practicum evaluation data indicated that all parents met the educational objectives. Aided by extensive reinforcement and cooperation by centers and clinics, 96 of 100 parents kept their children's ongoing appointments. It is concluded that when parents are provided the opportunity, they can learn preventive and curative well-child health concepts. If the atmosphere for learning is a nurturing environment with parents and providers sharing equal partnership in children's health, parents will assume responsibility. Related materials are appended. (RH)

ED 308 069   SE 050 616

Al-Shahrani, Amer A. S.
An Analysis of Variables Related to Biology Achievement at the 12th
Grade Level in the Southwestern Region of Saudi Arabia.
PUB DATE- 89
NOTE- 357p.; Ph.D. Dissertation, The Ohio State University. Some of

the appendix is in both English and Arabic.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports
- Research/Technical (143)
DESCRIPTORS- *Biology; Educational Research; *Foreign Countries;
School Effectiveness; *Science Instruction; Science Teachers;
Secondary Education; *Secondary School Science; *Student
Characteristics; Student Interests; Student Needs; *Teacher
Characteristics
IDENTIFIERS- *Saudi Arabia

Saudi Arabia has not ignored the fact that education is the key to a nation's progress. It considers education as a first priority and is trying to catch up with more advanced nations in this area. One way Saudi Arabia has planned to reduce the risk of complete reliance on the oil revenues is by improving education. This study was designed to identify ways to improve biology education. The three purposes were to determine: (1) major characteristics of science students, schools, and biology programs in the southwestern region of Saudi Arabia; (2) relationships among student and teacher characteristics, school variables, and biology achievement; and (3) identify and describe the major problems that relate to science teaching and achievement as perceived by science teachers and students. Some conclusions were that: the national science curriculum needs to be improved; parental and student variables related to student achievement; and school variables related to student achievement. This document includes an introduction; review of literature; methods and procedures; results; summary, conclusions, and recommendations; and appendices. (RT)

ED 308 114 SO 019 972

Sack, David E., And Others
International Relations: Understanding the Behavior of Nations.
Close Up Foundation, Arlington, VA.
REPORT NO.- ISBN-0-932765-25-3
PUB DATE- 88
NOTE- 98p.; For accompanying teacher's guide, see SO 019 973. Some photos and graphics may not reproduce clearly.
AVAILABLE FROM- Educational Publications, Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, VA 22202 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides-Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Developed Nations; Developing Nations; *Foreign Policy; *History; *History Instruction; Instructional Materials; International Organizations; *International Relations; National Security; Reading Materials; Secondary Education; Social Studies; Units of Study; World Affairs

In today's world, no nation acts in isolation; the interdependence of nations makes international relations complex and ever-changing. This book is designed to help students understand why nations compete, why they cooperate, and why they sometimes go to war. Chapter 1 examines the behavior of nations and how national interest dictates the perceptions--and therefore, the actions--of world leaders. Chapter 2 describes the process by which one nation--the United States--develops its foreign policy. Chapter 3 analyzes how events after World War II redefined the context in which international relations are conducted. Chapter 4 discusses three issues of global importance--problems affecting developing nations, the stability of the international economy, and the spread of nuclear weapons. Chapter 5 describes the tools or the methods that nations have available to them to carry out their foreign policy objectives. This book should help students understand the forces that shape the foreign policies of all nations and their stake in the future of the global community. (DJC)

ED 308 143 SP 031 203

Christensen, Audrey A.
"In Medias Res": Good for Greek Drama but Not Necessarily Good for Pre-service Language Arts Interns.
PUB DATE - 27 Mar 89
NOTE - 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE - English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches/Conference Papers (150) -- Reports - Research/Technical (143)
DESCRIPTORS - *Cooperating Teachers; Decision Making; Higher Education; *Planning; Preservice Teacher Education; Program Length; *Scheduling; Secondary Education; Student Teacher Attitudes; *Student Teaching; Teaching Conditions; *Time Management

This study examined the time constraints imposed on teacher interns by the fact that they enter a classroom already established and owned by a cooperating teacher and leave the scene before the actual year-end closure. Participants in the study were eight secondary language arts student interns. Separate case studies were completed for each intern, based on structured and unstructured interviews, journal accounts, classroom observations, and a preliminary questionnaire. Two aspects of planning driven by time were identified: (1) the rhythm of school, the constraints of time, and instructional pacing, i.e., technical control; and (2) planning for thematic units, activities, and daily plans. The participants felt that the 14-week internship was too short to develop the interpersonal relationships identified as critical to teaching, and too long to be in another teacher's classroom. (JD)

ED 307 805 FL 017 994

Ponder, Roger; Powell, William W.
Sourcebooks as Content-Bearing Instruction in Intensive ESL Programs.

PUB DATE- 89
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advanced Courses; Advanced Students; *Content Area Writing; *Educational Objectives; *English (Second Language); Higher Education; Intensive Language Courses; Language Proficiency; Language Skills; Models; *Program Evaluation; Second Language Instruction; Skill Development
IDENTIFIERS- *Content Area Teaching; *Sourcebooks

Many intensive advanced English-as-a-Second-Language (ESL) classes become boring for advanced ESL learners because the courses offer little opportunity for them to experience the interplay between language proficiency and background knowledge. The implementation of a sourcebook project can provide a renewing input into the curriculum for advanced learners of ESL. The history of the sourcebook concept is recounted, and the model's applications as both a primary source for a research paper in the advanced ESL composition class and as a basis for exercises and activities in other classes in the curriculum is discussed. Properly planned and executed, the sourcebook project can lead to a situation in which two parallel curriculums exist within the same instructional program: one centered on content and the other on skills development. (Author/DJD)

ED 307 846 IR 013 811

Smith, Gary R.
Videotape Recording of Classroom Events.
PUB DATE- 14 May 88
NOTE- 13p.; Paper presented at the Midwest Regional Holmes Group Conference (Chicago, IL, May 14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Elementary Secondary Education; *Microteaching; *Student Teachers; *Teacher Effectiveness; *Teacher Improvement; *Teaching Experience; Teaching Methods; Teaching Skills; *Videotape Recordings

This ongoing project, which involves the videotaping of classroom events, is being conducted in order to: (1) build a collection of videotape records of excellent instruction in selected classrooms and in various curriculum areas while maintaining the natural flow of classroom activities; (2) enable teachers and student teachers to collect videotape records of their work with a total class, with small groups, and with individual pupils; (3) provide equipment at the school site to enable teachers and student teachers to review videotaped sessions recorded in their classes; (4) provide equipment at the College of Education of Wayne State University to enable teachers and student teachers to edit or select portions of the videotaped sessions that they wish to retain; and (5) support the research efforts of doctoral students teaching at the Golightly Education Center. This project, which was begun in April 1988, is not an attempt to evaluate classroom teachers, and participation is voluntary. Videotape cameras, which have been set to either oscillate left to right or remain stationary, have been placed in the classrooms of participating teachers. Researchers will be meeting with these teachers to interview them individually and collect their comments about different portions of the videotape data collected in their classrooms. In addition, an attempt will be made to confirm or dispute general impressions established by earlier studies using this procedure or a similar one. An appendix provides background materials including videotaping schedules, a diagram of the placement of the videotape camera in the classroom, and an outline of the project. (14 references) (EW)

Campbell, N. Jo; Perry, Katye M.
Sex and Ethnic Group Differences in High School Students' Computer Attitudes and Computer Attributions.
PUB DATE- 88
NOTE- 20p.; For a related paper, see IR 013 837.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Anxiety; *Attribution Theory; Computer Science Education; *Computer Uses in Education; *Ethnic Groups; High Schools; *High School Students; Microcomputers; Multivariate Analysis; *Sex Differences; *Student Attitudes; Use Studies
IDENTIFIERS- Mathematics Attribution Scale

The attitudes of high school students toward the use of microcomputers were examined in terms of causal attributions, i.e., student perceptions of the causes of academic performance. The subjects for the study were 171 male and female students, representing 102 white and 69 minority students who were enrolled in a large city high school. The majority of these students had already completed computer coursework or had other previous computer experience. Two scales, the Computer Attitude Scale and Computer Attribution Scale, were developed from the Fennema-Sherman Mathematics Attitude Scale and the Mathematics Attribution Scale of Fennema, Wolleat, and Pedro, respectively, in order to examine the use and study of computers in this population. The primary focuses of this study--sex and ethnic differences in computer attitudes and computer attributions--were investigated using the multivariate analysis of variance technique. Results indicated that: (1) while there were no ethnic group differences in high school students' attributions of success or failure in using computers, there were significant sex differences in computer attributions, with males attributing their successes in using computers to their own abilities, and females attributing their success to uncontrolled environmental factors; (2) all groups involved had fairly positive attitudes toward computers; (3) both sex and ethnic group differences existed in computer attitudes, with white students perceiving computers as more enjoyable and challenging than minority students, and male students and white students tending to have a more positive attitude toward learning computer skills than female and minority students. Three tables are appended. (39 references) (CGD)

ED 307 873 IR 052 758

Spivey, Barbara
Training in Cataloging. A Review of the First Year.
PUB DATE- 87
NOTE- 11p.; Paper presented at the Annual Meeting of the Oklahoma Chapter of the Association of College and Research Libraries (Tahlequah, OK, October 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bibliographic Databases; Bibliographic Records; *Cataloging; *College Libraries; Guides; Higher Education; Library Materials; Library Technical Processes; *On the Job Training; *Skill Development

This discussion of personal experiences and training during a cataloger's first year begins by discussing four primary objectives in training for the cataloging of original monographs: (1) searching for suitable cataloging records using the online databases; (2) using AACR2 (Anglo American Cataloging Rules 2) standards in cataloging a monograph; (3) selecting appropriate Library of Congress classification numbers and subject headings for materials being cataloged; and (4) completing original RLIN (Research Libraries Information Network) workforms for items that have never been cataloged before or for which no suitable record exists. It is suggested that these objectives correspond very well to the stages of training a new cataloger, with each stage building on the skills learned in the previous stage. Filing in the public catalog was also learned during this first year training process. It is concluded that, although original cataloging can seem like a very difficult skill to master at the beginning of the training period, after the sequence of training steps has been completed original cataloging seems like a naturally acquired skill. (5 references) (EW)

ED 307 888 IR 052 776

National Technical Information Service. Hearing on H.R. 4417. A Bill To Authorize Appropriations to the Secretary of Commerce for the Programs of the National Bureau of Standards for Fiscal Year 1989, and for Other Purposes, before the Subcommittee on Commerce, Consumer Protection, and Competitiveness of the Committee on Energy and Commerce. House of Representatives, One Hundredth Congress, Second Session.

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

PUB DATE- 88

NOTE- 137p.; Serial No. 100-170.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Budgets; Cost Effectiveness; Federal Government; *Government Role; Hearings; *Information Dissemination; *Information Services; Public Agencies; *Scientific and Technical Information; Technological Advancement; *Technology Transfer

IDENTIFIERS- Congress 100th; *National Bureau of Standards; *National Technical Information Service; Privatization

This committee hearing reports a bill, H.R. 4417, which is a measure designed to improve the federal government's ability to collect scientific and technical data and to give these functions, which are currently being performed by the National Technical Information Service (NTIS), to a new governmentally owned corporation. The bill provides for the establishment in the Department of Commerce of a Technology Administration, which would include the National Bureau of Standards, the National Technical Information Corporation Service, and a policy analysis office to be known as the Office of Technology Policy. It is noted that, while there is agreement generally on the kinds of new powers the agency would need to deliver its products and services on a more cost-effective basis, there is disagreement over the need, or appropriateness, of setting up a government corporation to carry out these duties. In addition to the text of H.R. 4417, this report includes testimony from: (1) Barry Beringer, Associate Under Secretary for Economic Affairs, Department of Commerce; (2) George Brown, Jr., a Representative in Congress from California; (3) Joseph Clark, Deputy Director, National Technical Information Service; (4) Eric Leber, executive officer, Council of Scientific Presidents; (5) Harold Seidman, member, Standing Panel on Executive Organization and Management, National Academy of Public Administration; and (6) Doug Walgren, a Representative in Congress from Pennsylvania, who presents a case against the privatization of the agency. Also included are materials submitted for the record by the American Library Association, the Association of Research Libraries, and the National Academy of Public Administration. (CGD)

ED 307 915 JC 890 274

Troutt-Ervin, Eileen; Morgan, Frederic L.
Bridging from Technical to Academic Degrees: A Healthcare Example.
PUB DATE- Mar 89
NOTE- 11p.; Paper presented at the National Conference of the American Technical Education Association (24th, Fort Worth, TX, March 16-19, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Allied Health Occupations Education; Associate Degrees; Bachelors Degrees; Career Ladders; Continuing Education; Degree Requirements; Educational Mobility; *Educational Opportunities; Higher Education; Program Descriptions; *Technical Education; *Technical Occupations; Universities
IDENTIFIERS- *Southern Illinois University Carbondale

Healthcare technicians may receive their training in hospitals/clinics, community colleges/vocational-technical institutes, universities/medical schools, proprietary schools, secondary schools, or government institutions. Most allied health and nursing organizations also require continuing education for relicensure and certification; however, these courses usually do not lead to advanced degrees. Technicians desiring career growth beyond their job-entry level are often faced with three problems. First, because less than 35% of all technical program graduates are from universities/medical centers, their coursework may not transfer for university credit. Thus they are forced to start all over to complete bachelor's degree requirements. Second, many universities cater to the full-time, traditional student, while most technicians need to continue to work while learning or updating skills. A third problem exists in the lack of pertinent programs. In response to the need in all fields for an academic bridge from technical education to baccalaureate degrees, the Advanced Technical Studies Division of the College of Technical Careers at Southern Illinois University developed a 2 + 2 program in which only 60 semester hours, as opposed to the more traditional 120 hours, are required to earn a bachelor's degree after the associate degree is earned. Students are required to take general education courses, core courses, and electives focusing on specific career goals such as aviation management, electronics management, or healthcare management. Many of these classes are offered in the evenings or on weekends to accommodate the working student. (JMC)

ED 308 043 RC 017 095

Bagby, Jane W., And Others
The Status of Pre-School Children and Their Support Systems in Central Appalachia. Appalachian Data Bank Report #7.
Kentucky Univ., Lexington. Appalachian Center.
PUB DATE- Dec 88
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economically Disadvantaged; Economic Research; Federal Programs; *Infants; Low Income States; *Nutrition; *Poverty; Poverty Areas; *Poverty Programs; *Preschool Children; Preschool Education; State Programs; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; *Appalachia (Central)

Large percentages of preschool children in Kentucky, North Carolina, Tennessee, Virginia, and West Virginia live in poverty and receive no benefits from society's "safety nets." County estimates for unemployment and per capita income (1985-1987) indicate that economic conditions are most severe in central West Virginia, eastern Kentucky, and parts of Tennessee. In these areas, a third to a half of all preschoolers live in poverty. Nevertheless, Aid to Families with Dependent Children (AFDC) benefited only 13% of children below 18 in West Virginia and Kentucky, and 6-7% of children in Virginia, North Carolina, and Tennessee, compared to 12.6% nationally. Adjusted for inflation, benefits were drastically lower than in 1970. A family with no other income, receiving the maximum AFDC and Food Stamp benefit, remained below 75% of the poverty level in all five states and well below that point in Kentucky and Tennessee. Enrollments in the Special Supplemental Food Program for Women, Infants, and Children (WIC) ranged from 17% of all children aged 0-4 in Virginia to 32% in Kentucky. Estimates of eligible preschoolers not, however, enrolled in WIC were 31-63% for the five states. Despite the demonstrated success of Head Start programs, only 16,533 Head Start spaces were available in the central Appalachian region; Head Start directors reported very long waiting lists. Data on preschool children are extremely difficult to locate in state bureaucracies, an impediment to both researchers and policymakers that warrants the creation of state clearinghouses on such information. This report contains and numerous maps and graphs. (SV)

ED 308 056 RC 017 156

Monk, David
Using Technology To Improve the Curriculum of Small Rural Schools.
ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-89-5
PUB DATE- Apr 89
NOTE- 3p.
CONTRACT- RI-88-062016
AVAILABLE FROM- ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - General (140) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Access to Education; Computer Assisted Instruction; *Distance Education; Elementary Secondary Education; Interactive Video; *Programed Instructional Materials; Programed Tutoring; Rural Schools; Teaching Machines; Technology; Telecommunications; Telecourses
IDENTIFIERS- ERIC Digests

This digest reviews the promise and drawbacks of computerized learning programs and telecommunication technologies for small rural schools. A critical feature of programmed learning packages can be their stand-alone feature. To the extent that such programs do not require the presence or involvement of a trained on-site teacher, they make it relatively easy to enlarge curricular offerings in small rural schools. Discussion also considers two-way interactive instructional television programs which make it possible to join geographically separated students and teachers. This digest describes an ideal situation in which teachers trained as generalists, managers of instructional resources, use stand-alone computer and television programs to provide detailed subject matter expertise. Realization of this ideal hinges on the ability of the teachers and the quality and nature of their training. Thus, substantial changes would have to occur in how teachers in small rural schools are trained. It is concluded that, although the potential to solve small rural schools' curriculum problems is evident, questions about teacher training and development of instructional programs that substitute for on-site teacher expertise remain. Contains 10 references. (DHP)

CEE Members Reports. Supplement to "Annual Review of Environmental
Education."
Council for Environmental Education, London (England).
PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - General (020)
DESCRIPTORS- Elementary School Science; Elementary Secondary
Education; *Environmental Education; *Foreign Countries;
*International Cooperation; Networks; *Organizations (Groups);
*Program Descriptions; *Science Education; Secondary School Science

This document is a supplement to the Annual Review of Environmental Education and contains a summary of the 1987-88 annual report of the Council for Environmental Education. Reports are also given from 19 member organizations including: Association of Agriculture; Association of Agricultural Education Staffs; British Ecological Society; Center for Environmental Interpretation; Civic Trust Education Group; The Conservation Trust; CSV Advisory Service; National Association for Environmental Education; National Association of Field Studies Officers; National Federation of Women's Institutes; Nature Conservancy Council; Royal Society for Nature Conservation; Royal Society for the Protection of Birds; Royal Society for the Prevention of Cruelty to Animals; Royal Town Planning Institute; Tidy Britain Group Schools Research Project; The Wildfowl Trust; World Wide Fund for Nature UK; and Youth Hostels Association. These reports describe each organization and their recent activities. (CW)

ED 307 929 JC 890 289

Collingwood, Jerry; And Others
Training Work Forces during Changing Times.
PUB DATE- Mar 89
NOTE- 85p.; Paper presented at the National Conference of the American Technical Education Association (26th, Fort Worth, TX, March 16-19, 1989). Portions printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Business Education; Community Colleges; *Cooperative Programs; *Corporate Education; *Economic Development; Job Training; *Outreach Programs; Program Descriptions; Program Implementation; *School Business Relationship; Small Businesses; Technical Assistance; Two Year Colleges
IDENTIFIERS- Business Incubators; *Des Moines Area Community College IA

In an effort to revitalize the state's economy through the diversification of industrial and service-oriented businesses, the Iowa General Assembly funds community college outreach programs to business and industry. At Des Moines Area Community College (DMACC), industry outreach is administered by the Economic Development Group (EDG), an entrepreneurial center that employs 45 training consultants and support staff who travel throughout the service district to help businesses remain competitive. The EDG offers short- and long-term intensive training, helps firms reduce start-up time, and provides affordable services. The program is designed to develop jobs, train the work force, and accelerate economic growth in the businesses and in the community. EDG components include two new business incubators, a marketing center for the products and services of Iowa businesses, a procurement center to assist small businesses in obtaining federal contracts, and continuing education and contract training divisions. The EDG has resulted in the formation of flexible training partnerships between DMACC and area businesses, such as Firestone Tire and Rubber Company. A report on the EDG, with special focus on DMACC's partnership with the Firestone tire plant, is attached. Constituting the bulk of this document, the report includes sections on the history of DMACC's partnerships with business, information on current DMACC/labor-management partnerships, an outline of EDG components, a discussion of the impact of plant closures, and guidelines for developing EDG programs. (JMC)

ED 307 942 JC 890 302

Winter, Gene M.; Fadale, LaVerna M.
SUNY Youth Internship Program: A Summary Review.
State Univ. of New York, Albany. Two Year Coll. Development Center.
PUB DATE- Sep 88
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Economically Disadvantaged; *Employment Programs; *Internship Programs; *Out of School Youth; Program Descriptions; *Program Evaluation; *Skill Development; Two Year Colleges

A Youth Internship Program (YIP) has been developed at seven community colleges of the State University of New York (SUNY) to improve the employability potential of unemployed, out-of-school, economically disadvantaged youth between 16 and 21 years of age. Components of the seven programs examined differ, but all address six main activities: recruitment and intake; instruction in academic, life, and/or employability skills; the provision of internships or work experience; program evaluation; financial accounting; and the development of links with other agencies providing similar services. An external evaluation was conducted in September of 1988 to provide a profile of the seven programs and to determine the extent to which program activities were achieving their objectives. For the program as a whole, over 2,500 youth have been served in some way by YIP. More than 1,500 of these were involved in one or more instructional components, nearly 1,000 participated in a subsidized internship, and 31% of the participants ultimately found employment or continued their education. The evaluation report recommends the following: (1) efforts should be made to obtain a state commitment for ongoing support of the program; (2) there should be an increase of opportunities for communication and sharing among local programs; (3) more specific guidelines should be provided by SUNY to enable more meaningful compilation of performance data across programs; and (4) consideration should be given to seeking follow-up data earlier than the one-year time period set forth in the legislation. Attachments include a YIP site interview schedule and a memo from the Office of Community Colleges to the presidents of the community colleges regarding a request for YIP proposals for 1988-89. (JMC)

ED 307 955 JC 890 319

Beckley, Larry; And Others
Focus on Student Achievement: School and College Partnership.
PUB DATE- Jun 89
NOTE- 10p.; Paper presented at the League for Innovation in the Community College Conference, "Leadership 2000" (San Francisco, CA, June 11-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; Advanced Placement Programs; *Articulation (Education); College Preparation; *College School Cooperation; Community Colleges; Counseling Services; *Dropout Prevention; Dropout Programs; *Educational Counseling; High Risk Students; Honors Curriculum; Two Year Colleges; Vocational Education
IDENTIFIERS- *Triton College IL

Recognizing the importance of strong working relationships with local high schools, Triton College (Illinois) has recently developed a series of initiatives which provide an ongoing avenue for students to experience Triton's programs and services while still in high school and thereby facilitate continuity of learning. One group of programs, focusing primarily on dropout prevention and intervention, includes: (1) the High School/College Partnership, which provides summer enrichment programs, after-school and summer jobs, tutoring, career exploration, recognition awards, and a tracking system for high-risk youth; (2) opportunities for dropouts to complete high school course work at Triton through the Alternative High School, Evening High School, and Adult High School; and (3) a cooperative English-as-a-Second Language-Program. A second set of programs focuses on serving gifted and talented students. Triton's Scholars Program, which is designed as a "college within a college," offers courses modeled on those of prestigious colleges and universities, heavily utilizes guest lecturers, and provides scholarships. In addition, academically talented students who qualify for advanced placement have the opportunity to take several courses for college credit in their senior year. A third project is the Student Post-Secondary Plan, which seeks to make the 13th year of schooling as routine as the previous 12 through a rigorous program of assessment and counseling. Triton's most recent initiative is the Regional Vocational Articulation Project. In fall 1989, 12 articulated 2 + 2/prep-tech programs will be in place in business, industrial technology, and home economics. (JMC)

ED 307 969 PS 017 973

The Early Childhood Identification Process: A Manual for Screening and Assessment.

Ohio State Dept. of Education, Columbus. Div. of Educational Services.
SPONS. AGENCY- Department of Education, Washington, D.C.
PUB DATE- 89
NOTE- 53p.
AVAILABLE FROM- Ohio Department of Education, Division of Educational Services, Early Childhood Section, 65 South Front Street, Room 202, Columbus, OH 43266-0308 (free of charge).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Early Childhood Education; Educational Practices; Guidelines; Identification; *Intervention; *Needs Assessment; *School Policy; *Student Evaluation; *Student Needs
IDENTIFIERS- *Screening Procedures; *Screening Programs

This manual outlines major considerations involved in undertaking screening and assessment of preschool and kindergarten children. It also describes various approaches to screening and assessment and discusses the links between assessment and intervention. After an introductory chapter, discussion focuses on the role of assessment, early childhood screening, early childhood assessment, and assessment for intervention design. Organizational and informational resources for early childhood personnel are listed and cited. (RH)

ED 308 016 PS 018 102

Mehrotra, Jana; Sawyers, Janet K.
Sociocultural Influences on Creativity of Preschoolers in India.
PUB DATE- Apr 89
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creativity; Cultural Influences; *Family Characteristics; *Family Environment; Foreign Countries; *Preschool Children; Preschool Education; Social Influences
IDENTIFIERS- *India

The influence of the home environment on the original thinking of 66 Indian preschoolers was investigated. Subjects were 36 boys and 30 girls (mean age, 4.6 years) randomly selected from a pool of 127 children from 7 classrooms in a preschool run by a quasi-governmental corporation. Tests were given in the child's first language, which was either the regional language Gujarati, or the national language Hindi. Tests employed were the Multidimensional Stimulus Fluency Measure and the Home Observation for the Measurement of the Environment. No significant sex or age differences were found on measures of ideational fluency. Data indicated the existence of a response hierarchy, with popular responses occurring earlier in the response sequence. These results were consistent with studies done in other cultures. When original thinking scores were examined in relation to the quality and quantity of stimuli available in the home (assessed through the HOME inventory developed by Caldwell--1978), significant negative correlations were found between social responsiveness and stimulation of academic behavior and original thinking. Analyses indicated that high scores on these categories may reflect a structured home environment and directive types of parent-child interaction that are thought to adversely affect the free flow of thought and expressiveness. (RH)

ED 308 029   RC 017 057

Chesson, David

Closing the Communication Gap: Steps toward Quality Wilderness Programming with People Who Have Hearing Impairments.

PUB DATE- Nov 88
NOTE- 13p.; Paper presented at the Annual Conference of the Association for Experiential Education (16th, Carbondale, IL, October 13-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accessibility (for Disabled); Adventure Education; *Camping; Communication Problems; Communication Skills; *Deaf Interpreting; Disabilities; Group Experience; *Hearing Impairments; Higher Education; Normalization (Handicapped); *Outdoor Activities; Outdoor Education; Recreational Activities
IDENTIFIERS- *Canoeing; Minnesota (Saint Paul); Missouri

This paper combines information from two published articles with an account of preparation for a wilderness expedition that included hearing-impaired people. Whether outdoor programs are planned for adventure, recreation, or educational purposes, they are increasingly being made more accessible for handicapped people. The paper focuses on problems related to programming outdoor activities for the hearing impaired and offers suggestions to minimize these problems. Planning for a 10-day canoe trip on the Current River in Missouri with a "mixed ability" group from St. Paul, Minnesota, is described. The trip was part of a practicum for college students learning how to work for outdoor programs offering opportunities for disabled people. Preparation for the trip included addressing concerns for communication skills, safety, and education. This paper calls for increasing involvement by people with disabilities in the planning and implementation of outdoor activities. (TES)

ED 308 100 SO 019 924

Campbell, A. Bruce
Citizenship for the 21st Century: Legal Content in the Civics Curriculum.
PUB DATE- 7 Oct 88
NOTE- 47p.; Paper presented at the National Conference on the Future of Civic Education (Washington, DC, October 5-7, 1988). For related documents, see ED 302 474, ED 307 188, ED 307 192-193, and SO 019 925.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship; *Citizenship Education; *Civics; Courts; *Curriculum Enrichment; *Educational Objectives; Law Related Education; Laws; *Relevance (Education); Secondary Education; Social Networks; Social Structure
IDENTIFIERS- *Legal Structures

A strong case can be made that the study of law, properly conceived as a resource to enrich civics as a branch of social science, is the broader study of the role of law in the social order. Study about law provides a unique opportunity for: (1) addressing what has historically been a neglected, pervasive daily influence on us all; (2) analyzing important humanistic notions that are especially law related; (3) enhancing a sense of, and capacity for, civic efficacy; (4) enriching other civics-related disciplines; and (5) sharpening certain intellectual skills. The legal content for a more effective civics curriculum should contain materials about law, not necessarily the study of particular laws. It should be studied in the context of the social necessity of law, with the realization that law is more than mere rules. The functions of the legal system should be investigated as to the variety of legal mechanisms or tools within society. The evaluation of legal processes should be qualitative, and not rest solely on the outcomes of the legal processes, but on those processes themselves. A realistic understanding of the law's capacity and limits, when combined with a positive skepticism born of an informed understanding, will result in today's students having the necessary skills to effectively cope with the issues of citizenship in the 21st Century. (JHP)

ED 308 159 SP 031 249

Pangrazi, Robert P.; Hastad, Douglas N.
Fitness in the Elementary Schools. Second Edition. A Teacher's Manual.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.
REPORT NO.— ISBN-0-88314-435-3
PUB DATE— 89
NOTE— 110p.; Cover title: Physical Fitness in the Elementary Schools.
AVAILABLE FROM— AAHPERD Publications, Inc., P.O. Box 704, Waldorf, MD 20601 ($12.95).
LANGUAGE— English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE— Books (010) — Guides - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS— Adapted Physical Education; *Child Development; Drug Abuse; Elementary Education; *Elementary School Students; Nutrition; *Physical Activities; Physical Education; *Physical Fitness; *Program Development

The first chapter of this manual discusses the impact physical activity has on the growth and development of youngsters. It offers a rationale for including physical education in the school curriculum. Guidelines for exercising children safely are offered, including a section on weight training for children. Chapter 2 includes the Physical Best fitness test, as well as guidelines for testing, measuring, and evaluating physical fitness. A discussion explains efficient test administration procedures and planning for fitness testing in the school setting. The third chapter focuses on special populations including obese and handicapped children. A number of suggestions for modifying activities to meet the needs of special populations include consideration of the problems of asthmatic youngsters. Chapter 4 looks at fitness, nutrition, substance abuse, and the role they play in developing wellness in children. Emphasis is placed on developing positive attitudes. The fifth chapter offers many activities for developing fitness in children of all ages. Effectively teaching a class in the fitness environment is discussed as is the importance of understanding the role of fitness in the total physical education lesson. (JD)

ED 308 175 SP 031 278

Sullivan, Catherine E.
Into Adolescence: Learning about Reproduction and Birth. A Curriculum
  for Grades 5-8. Contemporary Health Series.
SPONS AGENCY— Walter S. Johnson Foundation, Menlo Park, CA.
REPORT NO— ISBN-0-941816-73-5
PUB DATE— 89
NOTE— 84p.
AVAILABLE FROM— Network Publications/ETR Associates, P.O. Box 1830,
  Santa Cruz, CA 95061-1830 ($19.95).
LANGUAGE— English
Document Not Available from EDRS.
PUB TYPE— Guides-Methods/Techniques (For Practitioners) - Classroom
  Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS— Biology; Birth; Embryology; Genetics; Health
  Education; Human Body; Obstetrics; Pregnancy; Prenatal
  Influences; Secondary Education

This book presents six lessons on reproduction and birth specifically designed for middle and junior high school students. The lessons are designed to appeal to young students' needs and interests about the subject matter. The module uses discussions and worksheets to explain how the genetic make-up, reproductive process, and gestation period for humans is different from other animals. Illustrations, tables, charts and transparency masters make the lessons easy to follow. Lessons also offer critical, age appropriate information about inherited and acquired traits, prenatal development, the stages of birth, developmental disabilities, and birth disorders. The book: (1) provides transparency masters that illustrate fetal development and birth; (2) identifies ways some developmental and birth disorders can be prevented; (3) reinforces good health practices; (4) offers alternate teaching strategies for advanced and younger students; and (5) includes methods for evaluating students' knowledge and understanding of material presented. (JD)

ED 320 190 EA 021 348

Report of the Laboratory Review Panel on the Pending Laboratory Recompetition.
Macro Systems, Inc., Silver Spring, Md.
Spons Agency— Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date— 28 Nov 89
Note— 76p.; For other documents related to the Regional Educational Laboratory recompetition of 1990, see EA 021 348-356.
Language— English
EDRS Price - MF01/PC04 Plus Postage.
Pub Type— Reports - Descriptive ([illegible]) (141)
Descriptors— Delivery Systems, Educational Research, Elementary Secondary Education, Financial Support, Information Dissemination, Linking Agents, Management by Objectives, Mission Statements, Policy Formation, Program Evaluation, Regional Laboratories, Research and Development, Self Evaluation (Groups)
Identifiers— Regional Educational Laboratories

This report addresses what the Laboratory Review Panel believes to be the most critical issues the Office of Educational Research and Improvement (OERI) must consider in the 1990 recompetition for Educational Research Laboratories. For each set of issues, recommendations are offered regarding desirable OERI policy. The following issues and panel recommendations are covered: (1) laboratory linkages within the R&D system; (2) future laboratory mission; (3) strategy for delivery of services; (4) program evaluation; (5) equitable distribution of funds; (6) adequate funding of laboratories; (7) procurement mechanism for new awards; and (8) means to facilitate competition. Appended are a restatement of panel recommendations, a list of policy papers commissioned by OERI for recompetition planning, and illustrative mission statements for the laboratory program. (SI)

ED 307 806   FL 017 995

Goldberg, Nancy Sloan; McGovern, Anne P.
Come into the FOLD: A Guide to Family-Oriented Language Dynamics.
SPONS. AGENCY- Middle Tennessee State Univ., Murfreesboro.; Tennessee Humanities Council.
PUB DATE- 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Objectives; Elementary Secondary Education; Group Activities; Language Proficiency; Learning Activities; Models; *Parent Participation; Program Descriptions; Program Design; Role Playing; *Second Language Instruction; Skill Development; *Suzuki Method; Teacher Workshops

IDENTIFIERS- *Family Oriented Language Dynamics; Middle Tennessee State University

The Family-Oriented Language Dynamics (FOLD) Program, a humanistic, goal-centered, home-directed philosophy of teaching foreign languages, is discussed, and a FOLD workshop at Middle Tennessee State University is described. FOLD is the result of research on the possible application of the Suzuki Talent Education of music instruction to second language acquisition. Two principles basic to Talent Education provided a model for the program: (1) all children are capable of being successful learners, and (2) the active participation of a family member in all stages of learning, including instruction and practice, is vital to the child's success. Because it is often difficult or impossible for parents to be present at a child's lesson, the idea of child-parent co-learning was adapted for school use by reversing the roles of student and teacher, or by students acting as parents to other students. The FOLD workshop held in July and August 1988 for secondary school foreign language teachers supported three objectives: (1) to increase oral proficiency, (2) to provide access to recent innovative materials, and (3) to familiarize teachers with more effective classroom strategies. Information from the FOLD workshop (participants, goals, activities, and a partial bibliography) is appended. (DJD)

ED 307 820 FL 018 036

Lindholm, Kathryn J.; Fairchild, Halford H.
Evaluation of an "Exemplary" Bilingual Immersion Program.
California Univ., Los Angeles. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- TR13
PUB DATE- 88
NOTE- 35p.
CONTRACT- 400-85-1010
AVAILABLE FROM- School of Education, San Jose State University, San Jose, CA 95192-0074.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; Communicative Competence (Languages); *Demonstration Programs; Elementary Education; English; English (Second Language); FLES; *Immersion Programs; Limited English Speaking; Longitudinal Studies; Native Speakers; Program Effectiveness; Second Language Instruction; Spanish; Spanish Speaking; Student Evaluation

IDENTIFIERS- Content Area Teaching; *San Diego City Schools CA

The results of a longitudinal evaluation of an innovative educational program in bilingual immersion at the San Diego City Schools are presented. The program's goals emphasized the acquisition of communicative proficiency, in English and Spanish, for both native-English-speaking and native-Spanish-speaking students. Using a quasi-experimental longitudinal design, the evaluation investigated the effectiveness of the San Diego program on the academic achievement, in both Spanish and English, of 78 fluent-English-proficient students (FEPS) and limited-English-proficient students (LEPS) in grades 2 through 6. As expected, both groups of students demonstrated achievement gains in reading and math (on both Spanish- and English-language tests), and performed at or above national norms in all subject areas by the end of elementary school. These findings are discussed in terms of their conceptual and evaluative significance, and with respect to ongoing debates in the scholarly and policy-making communities. 36 references. (Author/DJD)

ED 307 833 HE 022 191

A Self-Instructional Course in Student Financial Aid Administration. Module 11: The Stafford Loan, SLS, and PLUS Programs. Second Edition.

Office of Student Financial Assistance (ED), Washington, DC.; Washington Consulting Group, Inc., Washington, DC.

PUB DATE- 20 Aug 88

NOTE- 76p.; For related documents, see HE 022 181-198.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrator Responsibility; Administrator Role; Educational Finance; *Eligibility; *Federal Aid; Federal Government; Federal Programs; Higher Education; Program Administration; Programed Instructional Materials; Recordkeeping; *Student Financial Aid; *Student Financial Aid Officers; *Student Loan Programs

IDENTIFIERS- Department of Education; Higher Education Act Title IV; *Parent Loans for Undergraduate Students Program; Paying For College; *Stafford Loan Program; Supplemental Loans for Students Program

Module 11 in the 17-module self-instructional course on student financial aid administration (designed for novice financial aid administrators and other institutional personnel) focuses on the Stafford Loan, SLS (Supplemental Loans for Students), and Parent Loans for Undergraduate Students (PLUS) student loan programs. It is part of a course that introduces the management of federal financial aid programs authorized by Title IV of the Higher Education Act. It teaches how to outline processing steps in Stafford Loan/SLS/PLUS, recognize and correctly use specific program terms, list student eligibility criteria, and help the school do a good job of loan counseling. Two sections focus on the following: (1) the Stafford, SLS, and PLUS programs (overview, student eligibility and financial need, the loan process, loan application processing at the institution, application processing by lender, institutional processing of a Stafford Loan or SLS check, reporting withdrawals and less-than-half-time attendance, and summary of institutional responsibilities) and (2) recordkeeping requirements for the Stafford Loan/SLS, and PLUS programs. A pre-test, post-test, glossary, acronyms, and chart comparing the Title IV loan programs are provided. Three appendices offer a sample Stafford Loan (GLS) application, a sample SLS/PLUS loan application, and deferments under the Stafford Loan, SLS, PLUS, and consolidation loan programs. Contains two references. (SM)

ED 307 986 PS 018 038

Olsho, Lynne Werner; Gillenwater, Jay M.
Pure-Tone Sensitivity of 2- to 4-Week-Old Infants.
PUB DATE- Apr 89
NOTE- 27p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Auditory Perception; Auditory Stimuli; Behavioral Science Research; *Child Development; *Neonates

A forced-choice observer-based testing procedure was used to determine pure-tone hearing thresholds for 2- to 4-week-old infants. Stimuli were 500-ms tone bursts of 500, 1,000, or 4,000 Hz with 500-ms intervals between tone bursts. Stimuli were presented monaurally by means of an insert earphone. Each 15-s trial consisted of 5 tone bursts, followed by a 5-s silent interval, followed by a 5-s test trial. During the test interval, either five tone bursts were presented, at the same intensity as in the first interval, or 5 s of silence were presented. An observer with no prior knowledge of trial type judged whether a sound had occurred during the test interval on the basis of the infant's behavior. Intensity varied between 25 and 70 dB SPL. For all infants at each frequency, psychometric functions were fit to the proportion of correct judgments as a function of intensity by probit analysis. Threshold calculated from this function was 56 dB at 500 Hz and 41 dB at 4,000 Hz. Threshold could not be calculated at 1,000 Hz; the observer made 0.65 correct judgments at the lowest intensity used. Results, which agree with other recent reports, suggest that the function relating sensitivity to sound frequency is not adultlike at this early age. (Author/RH)

ED 308 001 PS 018 070

Freeman, Donald J.
State Guidelines for Reshaping Academic Curricula in Elementary Schools: A 50-State Survey. Elementary Subjects Center Series No. 10.
Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- May 89
NOTE- 33p.
GRANT- OERI-G-0098-C-0226
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abstract Reasoning; Administrators; Comprehension; *Educational Change; *Educational Objectives; Elementary Education; *Elementary School Curriculum; Guidelines; Inservice Teacher Education; National Surveys; Problem Solving; *State Departments of Education; State Government
IDENTIFIERS- California; Curriculum Specialists; *Higher Order Skills; *Policy Implementation

State policymakers' efforts to promote teaching for understanding and thinking in elementary schools were assessed. Data were obtained through interviews of directors of state departments of education nationwide, interviews of two or more curriculum specialists in seven states judged to be particularly active in promoting higher order outcomes, and a review of curriculum-related documents cited during the interviews. Results indicated that state guidelines for curriculum reform were typically communicated through in-service programs, statements of goals and objectives, or guidelines for local curriculum planners. Reform initiatives rarely included statewide tests. Highlighted in the report are similarities and differences in policy initiatives of states actively promoting curriculum reforms. California was the only state that had aggressively negotiated with publishers to develop books or other instructional materials that supported the state's call for curriculum reform. Implications of the national findings are discussed. (RH)

ED 308 070 SE 050 630

Becker, Jerry P., Ed.
Mathematics Teaching in Japanese Elementary and Secondary Schools--A Report of the ICTM Japan Mathematics Delegation (1988).
Illinois Council of Teachers of Mathematics, Carbondale.
PUB DATE- Mar 89
NOTE- 97p.; Drawings and photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; Computer Uses in Education; *Cultural Differences; Cultural Influences; Educational Philosophy; *Elementary School Mathematics; Elementary Secondary Education; Foreign Countries; Mathematics Curriculum; *Mathematics Instruction; Preservice Teacher Education; *Problem Solving; *Secondary School Mathematics; Student Motivation
IDENTIFIERS- *Japan

A delegation of 22 mathematics educators sponsored by the Illinois Council of Teachers of Mathematics visited Japan September 23-October 11, 1988. The group included teachers from elementary through university levels. The group visited 16 schools, 2 teacher training colleges, a scientific university, and 2 juku schools in the four major population centers of Tsukuba, Tokyo, Nagoya, and Osaka. Visits also included bookstores, factories, and cultural sites. School visits included briefing, classroom visits, and discussions with teachers. Similarities and differences between Japanese and American societies and education are identified. The Japanese mathematics curriculum content for grades 1 through 12 is described. Other topics included are Japanese educational change, uses of technology, and implications for mathematics teaching in the United States. Four tables and 22 references are included. (DC)

ED 308 129 SO 020 063

Coffman, Franziska
Genealogical Research and the Holland Land Company Records. Research Guide No. 35.
State Univ. of New York, Fredonia. Coll. at Fredonia. Reed Library.
Pub Date— 89
Note— 19p.; For related document, see SO 020 062.
Language— English
EDRS Price - MF01/PC01 Plus Postage.
Pub Type— Reference Materials - Bibliographies (131)
Descriptors— Academic Libraries, Annotated Bibliographies, Archives, Genealogy, Higher Education, Library Materials, Microfilm, Primary Sources, Records (Forms), *Reference Materials, *Resource Materials
Identifiers— *Holland Land Company

This document discusses the resources for genealogical research that are found in the Reed Library at State University of New York College at Fredonia. Card catalog subject headings pertinent to this topic are listed. A representative selection of reference books that are useful for genealogical research is presented. This bibliography is annotated and contains the Reed Library call numbers of each source. A list of books which contain biographical information on residents of western New York, specifically of Chautauqua and Cattaraugus Counties is included. A list of the library's city directories and relevant periodicals provides further resources. The library holds national and local census data in its microfilm collection. The "Archives of the Holland Land Company, 1789-1869" are maintained on 202 reels of microfilm and contain mostly manuscript records that were accumulated in several regional land offices of the Holland Land Company. The most important sections for genealogical research are listed and descriptions of various sections are provided, as are the inventory and reel numbers of the microfilm. ([illegible])

ED 308 144 SP 031 207

[illegible], Margaret A.
Crucible or Cradle: A Typology of the Working Conditions of New Teachers.
Pub Date—Mar 89
Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Language—English
EDRS Price - MF01/PC02 Plus Postage.
Pub Type— Speeches/Conference Papers, "Papers Presented at..." (150) -- Reports - Research/Technical (143)

Descriptors—Administrator Effectiveness, Beginning Teachers, Classification, Educational Environment, High Schools, *Institutional Characteristics, Socialization, Teacher Attitudes, *Teacher Orientation, Teaching Conditions
Identifiers—Beginning Teacher Induction

This paper describes the range of variation in the key working conditions of 13 new teachers in 6 different high schools in California. A prologue tells the stories of "Alan" and "Michael" to show how two equally promising young teachers can encounter working conditions as different as a cradle is from a crucible. The second section summarizes how the literature on teacher induction and two broad theories of organizational socialization guided data collection and analysis. The third section describes the data and methods used in the study. Section four presents the working condition factors which arose from the data and briefly describes how these factors varied across the 13 teachers. Section five describes a typology of the working conditions based on the factors in section four and illustrates the typology by presenting case studies of four new teachers: Alan, Michael, Ginny and Kate. Section six returns to the two models of organizational socialization, comparing these alternate models to the four types of working conditions and drawing implications for policymakers and school practitioners to ponder. The conclusion comments on how the typology may be useful to future research. (JD)

ED 307 847 IR 013 812

Effective Teaching at a Distance. Conference Report (1st, Madison, Wisconsin, August 5-6, 1985).
Wisconsin Univ., Madison. Dept of Continuing and Vocational Education.
PUB DATE- Aug 85
NOTE- 92p.; For reports on the 1986-88 conferences, see IR 013 813-816.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Adult Education; *Distance Education; *Educational Research; Educational Technology; *Educational Trends; *Instructional Design; Program Administration

This report provides a brief description of a 1985 conference on distance education together with the papers presented by six of the seven keynote speakers. It is noted that, in addition to these papers, the conference included 30 application sessions which allowed the 182 participants to select issues and topics to explore in small groups. The keynote papers included in this report are: (1) "Issues in Distance Education," in which Jerold Apps examines three modes of learning in distance education--technical learning, learning for meaning, and emancipatory learning; (2) "Adult Learning at a Distance," in which Michael Moore surveys some current distance learning programs and considers the factors that have made these programs effective and successful; (3) "Heuristics of Instructional Design for Distance Education," in which Terry L. Gibson presents some general rules or strategies for the effective design of instructional programs for distance learners; (4) "Administration of Distance Education Systems," in which Donald McNeil considers the requirements for a successful distance education program in terms of personnel, policies, and resources; (5) "Where There's a Will There's a Way," in which Kathryn S. Atman discusses some of the theory and research that may contribute to the achievement of academic success by distance learners; and (6) "Distance Learning: The Near Future," in which Michael Moore considers the long term developments that may occur in both distance education and the media used to carry out these educational programs. A theoretical model for goal accomplishment is illustrated and four of the six papers include references. (EW)

ED 307 860 IR 013 840

McNeil, Donald R.
Status of Technology in Higher Education: A Reassessment.
PUB DATE- 30 Sep 88
NOTE- 15p.; Paper presented at the Annual Conference on Interactive Technology and Telecommunications (2nd, Augusta, ME, September 30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Adoption (Ideas); *Computer Assisted Instruction; Cost Effectiveness; *Educational Technology; Higher Education; Interaction; Multimedia Instruction; *Teacher Attitudes; Technological Advancement

This paper identifies policies, programs, principles, and problems involved in the use of technology in education, which is described as currently minimal. The following topics are discussed: (1) indicators of the pressure on higher education to adopt a less resistant approach to the use of technology; (2) the progress that has been made in the past few years in the use of educational technology; (3) reasons why there is so much resistance to technology usage in colleges and universities; and (4) requirements that must be met by the institutions if students are to become involved and comfortable in the process of learning about technology. A concluding statement argues that individuals as well as institutions must begin to concentrate on how best to incorporate the use of technologies into the learning environment--and that once inculcated in the educational system, technology will not only alter our way of learning, but will change the society in which we live. (CGD)

ED 307 874 IR 052 761

Figueiredo, Nice
The Application of Micro-Computers in Libraries: A Case Study on Brazil.

PUB DATE- 87
NOTE- 7p.; In: Lehmann, K. D., Ed. and Strohl-Goebel, H., Ed. The Application of Micro-Computers in Information, Documentation and Libraries, p.543-548. Amsterdam: Elsevier Science Publishers B.V. (North Holland), 1987.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Developing Nations; Information Science; Librarians; *Library Automation; *Microcomputers; *Public Policy; *Scientific and Technical Information; *Technological Advancement
IDENTIFIERS- *Brazil

This paper considers the application of computers and microcomputers for library automation in Brazil, and the relationship of this application to that country's national policy on informatics. The discussion begins by comparing applications of computers in library automation in developed and developing countries, and several barriers to library automation in developing nations are noted, e.g., the lack of sophistication of users, the lack of specialized human resources and equipment, the high cost of developing computer systems, and lack of agreement on common bibliographic format. Still, it is observed that library automation has been proceeding in Brazil since the 1960s, and encouraging signs are noted, including the implementation of guidelines developed by the Brazilian Institute for Information in Science and Technology (IBICT). It is suggested that, although IBICT has recently undergone internal restructuring, the most difficult initial steps in library automation have already been completed in Brazil, and it remains to be seen whether "political fluctuations" so common to developing nations will interrupt the planned steps for library automation in that country. (26 references in English and Portuguese) (EW)

ED 307 902   IR 052 794

Walton, Robert A.

Preparing Contracts and Negotiating with Library Automation Vendors.

Texas State Library, Austin. Dept. of Library Development.
PUB DATE- Dec 88
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Vocabularies/Classifications (134) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computers; Computer Software; *Contracts; Course Descriptions; *Library Automation; Library Personnel; *Negotiation Agreements; Performance; Professional Continuing Education
IDENTIFIERS- *Legal Vocabulary; *Vendors

This continuing education curriculum and related materials are designed to provide library professionals with a general orientation to the issues and process of negotiating and successfully securing an automation contract. The course syllabus includes the following topics: (1) definition and objectives of a contract; (2) why vendors typically have the negotiations advantage; (3) why the buyer should negotiate; (4) the principled negotiation method; (5) classic vendor techniques (ploys) to undermine negotiation; (6) performance examinations for functions, reliability, data load, full load response time, and storage capacity; and (7) remedies for vendor non-performance. Both good and poor examples are then provided of contractual language used to specify the terms of theoretical contracts. Some of the areas covered by this language include equipment; software; maintenance; patents, copyrights, and proprietary rights; ownership of data and index files; effects of regulation; insurance; warranties; arbitration; payment; software licenses; installation; limitation of liability; and schedules. Language spelling out the specifications for each of six performance examinations is also provided. (CGD)

Hensley, S. Michael

Developing a Technology Resource Center: The OSU Tech Experience.

PUB DATE- 15 Mar 89
NOTE- 7p.; Paper presented at the American Technical Education Association's National Conference (24th, Fort Worth, TX, March 16-19, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Development; Educational Needs; Job Training; Program Descriptions; *School Business Relationship; School Community Relationship; Technical Assistance; Technical Institutes; *Technological Advancement; Two Year Colleges
IDENTIFIERS- *Oklahoma State Univ Technical Branch Okmulgee

In order to help meet the economic development needs of the state, Oklahoma State University Technical Branch at Okmulgee (OSU Tech) has developed two initiatives. First, OSU Tech has focussed student training on degree programs in advancing technologies, such as avionics, electronics, and robotics. Second, the college has developed a Technology Resource Center (TRC) to help companies test new products, analyze rapidly evolving technologies, and develop their human capital. Currently, four TRC programs are in various stages of development: (1) the External Educational Linkages program, which offers task-specific technical training courses for federally funded job-training agencies and private firms; (2) the Advanced Manufacturing Center, which provides technical assistance and computer training to small manufacturing companies; (3) the Advancing Technology Product Development program, which is promoting faculty collaboration with private companies; and (4) the Oklahoma Rural Economic Renewal Project, which will be a community-based economic development process rooted in traditional values. As the economy becomes increasingly dependent upon technology, schools such as OSU Tech must be able to produce graduates who can advance product research, cost-effectively manufacture advanced products, and infuse the workplace with technological expertise. (JMC)

ED 307 970 PS 017 977

Marine Corps Child Care: User Fee Increases at Parris Island and Beaufort Installations. Report to the Chairman, Subcommittee on Military Personnel and Compensation, Committee on Armed Services, House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-89-74
PUB DATE- Mar 89
NOTE- 25p.
AVAILABLE FROM- U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each, orders must be prepaid by cash or by check or money order made out to the Superintendent of Documents).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Costs; *Day Care; Early Childhood Education; Educational Equity (Finance); *Fees; *Financial Support; Military Personnel; Recreational Activities; *Social Services
IDENTIFIERS- *Marine Corps; *Military Day Care

This report describes ways in which appropriated and nonappropriated funds were used to support morale, welfare, and recreation (MWR) activities, which include child care, at the Marine Corps Recruit Depot, Parris Island, South Carolina, and the Marine Corps Air Station, Beaufort, South Carolina. In addition, the report provides information on child care center user fee income and reviews the circumstances concerning user fee increases at these two installations. Of particular concern to the Congressional requesters was the issue of why user fees increased during 1988 and why rates at the installations (located about 10 miles apart) differed by as much as 37% on October 1, 1988. After a summarizing letter to the requesting chairperson, Appendix I discusses in detail the information obtained on MWR funding and income, factors affecting user fee decisions, and issues related to child care funding. Appendix II lists by category MWR recreation activities supported by the two installations. Appendix III identifies major contributors to the report. (RH)

ED 308 087   SE 050 693

Donato, Marjorie
Positive Experiences To Lessen Mathematics Apprehension in Fifth Grade Students.
PUB DATE- 89

NOTE- 113p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *Elementary School Mathematics; *Grade 5; Intermediate Grades; Learning Activities; Mathematics Achievement; *Mathematics Anxiety; Mathematics Instruction; Parent Participation; Problem Solving; *Student Attitudes; *Student Motivation; Surveys; Teacher Developed Materials; Teaching Methods; Word Problems (Mathematics)

A course of study was researched, designed, and implemented by the writer to learn mathematics apprehensions of fifth grade students. The primary goal was to reduce mathematics apprehension through positive mathematics experiences at home as well as in school. The objectives of the program were to develop a more positive feeling about mathematics by finding success in completing daily assignments and increasing proficiency in mathematics, and to foster a positive feeling about mathematics in general. The writer discussed positive mathematics feedback and modelling of problems with the parents of the participants, set up a mathematics activity and problem solving center, and encouraged students to ask questions while giving them positive feedback and encouragement. Appendices include: (1) "Math Inventory"; (2) "Attitude Survey"; (3) "Math Test Pre/Post"; (4) "Positive Phrasing/Parent Handout"; (5) "Assignments Tally Sheet"; (6) "Questions Asked Tally Sheet"; (7) "Weekly Log"; and (8) "Math Apprehension Survey." Seventeen references are listed. (Author/DC)

ED 308 115 SO 019 973

[illegible], Pamela J.
International Relations: Understanding the Behavior of Nations. Teacher's Guide.
Close Up Foundation, Arlington, VA.

REPORT NO.— ISBN-0-932765-20-3
PUB DATE— 88
NOTE— 47p.; For accompanying student handbook, see SO 019 972.
AVAILABLE FROM— Educational Publications, Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, VA 22202 ($4.95).
LANGUAGE— English
EDRS PRICE— MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE— Guides-Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS— Class Activities, *Foreign Policy, *History, *History Instruction, Instructional Materials, *International Relations, Objective Tests, Pretests Posttests, Secondary Education, Social Studies, Teaching Guides, Units of Study, World Affairs

This guide is designed to help teachers develop comprehensive lesson plans to enhance student understanding of why nations compete, why they cooperate, and why they sometimes go to war. Written to accompany a student text of the same title, the guide should help students to: (1) understand the behavior of nations by defining national interest and examining the factors that affect the development of foreign policy; (2) explore how U.S. foreign policy is made and the many factors that influence and affect it; (3) examine the legacies of World War II, from late 1945 to the present; (4) apply the concept of interdependence to international relations today; and (5) evaluate the effectiveness of individual tools of foreign policy in meeting a nation's overall goals. The guide is divided into five units, corresponding to those in the student handbook. Each unit contains student objectives, key terms, a motivator, essay and discussion items, and student activities (three per unit, including at least one handout). Activities require application, analysis, evaluation, research, problem solving, and comparisons. A student pretest and posttest to determine the effectiveness of these materials is also included. The guide contains a variety of objective test items to be used as ready-made tests, as student self-check tests, or as a source for teacher-developed tests. (GEA)

ED 307 889 IR 052 777

Crook, Mark A.
OCLC Office of Research Scholarly Service.
OCLC Online Computer Library Center, Inc., Dublin, Ohio.
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bibliographic Databases; *Bibliographic Records; Cataloging; Computer Software; Information Science; Interlibrary Loans; Library Science; Music; Online Catalogs; *Online Systems; *Research Projects; Scholarship; *Union Catalogs
IDENTIFIERS- Library of Congress; *OCLC

This report briefly describes the background, software, tools used, and future directions of the Scholarly Services project which began in 1987 in the OCLC Office of Research. Several selected projects are reviewed to illustrate how sample data are extracted from the OCLC Online Union Catalog to support scholars in their research endeavors. The first project described is an assessment of Baltic bibliography resources in the OCLC Online Union Catalog by Inese A. Smith of the Loughborough University of Technology, United Kingdom. It is noted that, because of the limited time frame of the study, it focused on materials in Latvian, the researcher's language specialty. The second project was a case study of the interlibrary loan patterns of the Colorado Alliance of Research Libraries which was done by Mary L. Larsgaard of the University of California, Santa Barbara. Three research studies on music materials are also described, including the work of Jeanette Drone in analyzing music scores, manuscripts of scores, and sound recordings, and the development of a hypermedia music reference system; Dr. Brian Stewart's work with the machine readable versions of the Telemann catalog and computer-assisted entry of Telemann scores; and the creation of a machine-compiled supplementary bibliography for a forthcoming publication by Thomas Heck, the music librarian at Ohio State University. Miscellaneous research projects by staff members of the OCLC Office of Research are then listed. Three appendixes provide sample data from the Baltic Bibliography, the Index to the Library of Congress Name-Authority File (Telemann study), and the Classified List of Music Subject Headings. (4 references) (CGD)

ED 307 943 JC 890 303

Fadale, LaVerna M.; Winter, Gene M.
Impact of Economic Development Programs in SUNY Community Colleges: A Study of Contract Courses.
State Univ. of New York, Albany. Two Year Coll. Development Center.
SPONS. AGENCY- State Univ. of New York, Albany. Office for Community Colleges.
PUB DATE- 88
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Community Colleges; Economic Development; *Employer Attitudes; Job Training; Noncredit Courses; *Program Effectiveness; *Program Evaluation; Questionnaires; *School Business Relationship; Surveys; *Technical Education; Two Year Colleges
IDENTIFIERS- *Contract Training

In fall 1988, an evaluative study was undertaken at the community colleges of the State University of New York (SUNY) to document the outcomes of contract courses delivered to local employers and to gain information that could lead to program improvement. Data were gathered through questionnaires mailed to the contact person of participating firms and to the program coordinator at each of the SUNY community colleges that offered contract courses from September 1986 through August 1987. Responses were received from 169 employers who were approved for 521 contract course training programs, and from all but two of the 27 community college contract course coordinators. Of the employers responding, 98% rated the courses "effective" or "very effective" and 82% indicated that participation had saved money for the organization. The total dollar values saved by employers were in excess of $1.2 million and ranged from $200 to $290,000 for individual participants. These projected savings were based on the cost of alternative training elsewhere, providing training in-house, or having no training occur if the college contract course program had not been available. Other benefits were described in terms of productivity, quality, increase of human assets, customer service, and awareness. Few recommendations for improvement were received; the one recommendation with a universal application was for an increase in the funding level. The major concerns expressed by program coordinators were related to the interpretation of operational guidelines and the disallowance of expenditures retroactively. Appendixes provide the survey instruments and selected employer comments regarding program effectiveness, alternatives if the programs were not available, and program improvement. (Author/JMC)

ED 308 017 PS 018 103

Copeland, Tom
The Minnesota Child Care System (Featuring The Child Caring Reportcard). The 1988 Annual Report.
Resources for Child Caring, Inc., St. Paul, MN.
SPONS. AGENCY- Bremer (Otto) Foundation, St. Paul, Minn.
PUB DATE- 89
NOTE- 44p.
AVAILABLE FROM- Resources for Child Caring, 450 North Syndicate Avenue, Suite 5, St. Paul, MN 55104 ($15.00, plus $2.75 shipping).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Caregivers; Costs; Data Collection; *Day Care; Demography; Early Childhood Education; Financial Support; Government Role; Program Effectiveness; Program Evaluation; *State Programs; Teacher Salaries
IDENTIFIERS- Child Care Fund; *Child Caring Reportcard; *Minnesota; Program Characteristics; Supply and Demand

The 1988 edition of this annual report aims to provide the most complete information available about the formal Minnesota child care system. It is intended to help all those interested in child care to better understand the common base of information about the state's child care system. Provided are data about: (1) the rising number of children under 12 needing child care; (2) the current financial assistance programs available to help the working poor pay for child care; (3) the supply of licensed child care; (4) the cost of child care and the wages of child care workers; and (5) the sources and amounts of county, state, and federal funds spent on child care. The report uses the Child Caring Reportcard to compare the workings of the child care system in each county. Counties are ranked on nine indicators that measure the quality and diversity of child care, and the extent to which child care services are accessible to children regardless of income. While complete statistics are not available, the report contains all information that is available on each county. Appendix A offers recommendations to various agencies concerning the collection of much of the missing information. Seven additional appendices provide information about accredited and employer-sponsored child care centers and statistical data by county. (RH)

ED 308 030 RC 017 067

Harvey, Lynn R.
Economic, Social and Political Issues of Intergovernmental Contracting. Agricultural Economics Staff Paper 89-37.
Michigan State Univ., East Lansing. Cooperative Extension Service.
PUB DATE- Mar 89
NOTE- 31p.; Paper presented at the "Empowering Rural Communities for the 1990s" Conference (St. Louis, MO, March 28-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers. "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; *Community Services; *Contracts; *Cost Effectiveness; Economic Factors; Efficiency; Fiscal Capacity; Government Role; Political Influences; *Public Administration; *Public Policy; Public Service
IDENTIFIERS- *Government Contractors; Intergovernmental Relations; Privatization

This paper focuses on the economic, social, and political considerations of contracting. The increasing tendency of government to contract services is attributed to higher financial stress facing local governments, a growing political belief that the extent of government should be reduced, and the perception that the private sector is a more efficient service provider. While the potential exists for cost savings, transaction costs of negotiating contracts can be substantial. A poorly written contract can wreak havoc on future opportunities and affect the community trust to engage in such activity. Public officials should insist on a performance clause in the contract that protects both seller and buyer. Local officials can reduce uncertainty by thoroughly exploring alternative strategies before making the formal decision to contract services. A key issue that encompasses economic, political, and social concerns is how the benefits to contracting are distributed. Equity of access to services should be considered by communities contemplating shifts in the method of service provision. Land grant universities and cooperative extension services might assume an important role in helping local communities faced with service provision problems. Extension agents have a long history of engaging in community development activities. Intergovernmental contracting, or contracting from another unit of government, has been another popular strategy adopted by local units for the provision of services to citizens. This paper offers appendices giving a state-by-state listing of constitutional and statutory legislation related to intergovernmental contracting and a list of services most often contracted. (TES)

ED 308 044 RC 017 096

Wilsman, Margaret J.
Distance Education in Action: The Wisconsin Rural Reading Improvement Project.
Wisconsin Public Radio & Television Networks, Madison. Education Services Div.
SPONS. AGENCY- North Central Regional Educational Lab., Elmhurst, IL.
PUB DATE- 3 Aug 88
NOTE- 6p.; In: Changing Roles in Education and Training. Proceedings of the Annual Conference on Teaching at a Distance (4th, Madison, Wisconsin, August 2-4, 1988). Madison, University of Wisconsin, 1988, pp116-120.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Demonstration Programs; *Distance Education; Educational Innovation; *Faculty Development; Inservice Teacher Education; Postsecondary Education; *Reading Instruction; Reading Processes; *Rural Education; Telecommunications; Theory Practice Relationship
IDENTIFIERS- Small School Districts; Wisconsin; *Wisconsin Rural Reading Improvement Project

The Wisconsin Rural Reading Improvement Project implements a research-based telecommunications model of professional development and school improvement that rural school districts can use when redesigning K-12 reading curriculum. The project's approach to staff development assumes that change in school reading programs proceeds via extensive reconceptualization by administrators and teachers. New concepts involve the teaching of reading as thinking; teaching reading in content areas; integrating reading, writing, and thinking throughout learning phases; and strategic reading and teaching. Participants are leadership teams (typically an elementary school principal, library-media specialist, and reading specialist or teacher) from 18 small Wisconsin school districts. Teams view in-service education programs in their schools on broadcast public television. Via narrowcast FM public radio and telephone conferencing, the project staff helps participants to use the programming to reflect on their own views of reading and in their daily classroom practices. Participants use telephone conferencing and electronic mail to share their reflections and thereby create a common working language. Evaluation of the project's first year (1987-88) documented changes in reading

instruction by some participant teachers and reading specialists, accompanied by the use of new language to talk about reading as a thinking process. This report contains 11 references. (SV)

ED 308 057 RC 017 157

Olmstead, Kathryn
Touching the Past, Enroute to the Future: Cultural Journalism in the Curriculum of Rural Schools. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-89-11
PUB DATE- Mar 89
NOTE- 3p.
CONTRACT- RI-88-062016
AVAILABLE FROM- ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - General (140) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Cultural Activities; Cultural Awareness; Cultural Background; *Cultural Education; *Journalism Education; Language Arts; *Student Publications; Writing for Publication; Writing Instruction
IDENTIFIERS- Cultural Journalism; ERIC Digests; Foxfire

This digest describes the development of cultural journalism and its place in the contemporary curriculum. In the field of cultural journalism, the traditional skills and values of many different groups are chronicled, defined, for example, by ethnic origin, origin, occupation, or environment. The term "cultural journalism" was first used to describe publications inspired by "Foxfire," a quarterly magazine produced by high school students in rural Georgia. Producing a publicatin such a "Foxfire" teaches not only language arts, but also photography, design, cultural heritage, and business management. The digest examines the forms cultural journalism can take such as courses, magazines, newspapers, or anthologies, as well as videos, tapes, records, and radio and television productions. The scope of cultural journalism is broad, involving students from grade 4 up, many audiences, and subjects

from individual family histories to studies of entire states or national groups. Producing such a project provides a practical, tangible reason for students to do academic work. It is concluded that cultural journalism can nurture the mutual appreciation of schools and communities, creating understanding that bridges different ages and cultures. Contains 12 references. (DHP)

ED 308 101 SO 019 925

Turner, Mary Jane
Reaction to Citizenship for the 21st Century: Legal Content in the Civics Curriculum.
PUB DATE - 5 Oct 88
NOTE - 9p.; Paper presented at the National Conference on the Future of Civic Education (Washington, DC, October 2-7, 1988). For related documents, see ED 302 474, ED 307 188, ED 307 192-193, and SO 019 926.
LANGUAGE - English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120) -- Speeches, Conference Papers. "Papers Presented at..." (150)
DESCRIPTORS - Citizenship, *Citizenship Education, Civics, *Curriculum Enrichment, *Educational Objectives, *Law Related Education, *Relevance (Education), Secondary Education
IDENTIFIERS - Legal Structures

There has long been a discussion on the place of law in citizenship education, but the implementation of law-related materials into civics education in a manner which examines law's role in the social order has been lacking. While educators and lay persons alike seem to agree that the goal of citizenship education is to provide students with the knowledge, skills, and attitudes that will enable them to participate actively in a pluralistic democracy, there is considerable disagreement at the concrete level as to what skills, knowledge, and attitudes should be taught. Students should not be expected to analyze and understand social phenomena if they have no insight into the law and legal systems. They underpin the very political and economic systems that are so often the common topics of citizenship education. The conceptual scheme for that legal content and the topics to be covered merit further consideration. (PPB)

ED 308 160 SP 031 251

AUTHOR Schempp, Paul G.
TITLE From the Outside In and Back Again: A Sociological Analysis of the Acquisition, Evaluation, and Utilization of a Teacher's Pedagogical Knowledge.
PUB DATE Mar 89
NOTE 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE English
EDRS PRICE MF01/PC02 Plus Postage.
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)
DESCRIPTORS Case Studies; Cognitive Processes; Concept Formation; Educational Research; Epistemology; Evaluation Criteria; High Schools; Institutional Characteristics; Physical Education Teachers; School Community Relationship; Teacher Attitudes; *Teaching Experience

Using an educational theory labeled the new sociology of knowledge, this paper examines how an individual teacher acquires, evaluates, and utilizes the knowledge necessary to live and work as a physical education teacher in a high school and in a community. The study endeavored to locate the sources of the teacher's occupational knowledge, understand the processes used in evaluating that knowledge, and recognize the modes and functions of that knowledge in physical education classes. Data collection and analyses focused on the culture and subcultures informing and influencing the teacher's work. Particular attention was given to the cultures of community, school, and profession. Findings indicate five primary sources of knowledge exercised by the teacher: (1) the community; (2) the school; (3) the teaching profession; (4) personal biography; and (5) occupational experience. Results led to the conclusion that the teacher's personal biography and perceptions of the messages embedded in school and community cultures played primary roles in shaping and defining the teacher's pedagogical practice in physical education. It is noted that recognition of the cultural codes embedded in the intellectual activity of a teacher identifies the social mission performed by schools. (JD)

ED 308 195 SP 031 349

AUTHOR Good, Thomas
TITLE Classroom and School Research: Investments in Enhancing Schools. Laboratory Policy Paper.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE Sep 89
NOTE 83p.; For other documents related to the Regional Educational Laboratory Recompetition of 1990, see SP 031 342-358.
LANGUAGE English
EDRS PRICE MF01/PC04 Plus Postage.
PUB TYPE Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS *Classroom Research; *Educational Research; Elementary Secondary Education; Financial Needs; Information Dissemination; *Instructional Improvement; Needs Assessment; *Research Needs; *Research Utilization; School Effectiveness; Theory Practice Relationship
IDENTIFIERS *Regional Educational Laboratories

This paper discusses the adequacy of research for informing practice and areas of research that will extend the knowledge base about schooling. The first topic also includes the extent to which existing knowledge has been disseminated. The second topic involves the identification of research topics that merit funding so that knowledge that can inform school improvement programs will be enhanced in the future. Despite the inadequacy of research to date, recent research has yielded important knowledge that is of value to educators. However, this research has only begun to address the basic questions that must be answered if student learning in school settings is to be understood. A summary is offered of classroom and school research that has the ability to inform practice. The need to integrate these two areas is emphasized. In regard to topics that merit new funding, it is pointed out that it is most important to support research that provides sustained programmatic inquiry about salient classroom issues. Integrative work on curriculum as well as on teacher and student variables. The present knowledge base and issues are discussed, and a research agenda is suggested.

The role of regional laboratories, in view of extant and pending research, is briefly discussed. (JD)

ED 306 130 SO 020 062

Gorsuch, Marjorie, And Others
Meeting Foreign Visitors in the Classroom. A Checklist.
Alaska State Dept. of Education, Juneau. Office of Basic Education.
Pub Date— 88
Note— 12p.; Title on cover of booklet varies from the title page.
Language— English
EDRS Price - MF01/PC01 Plus Postage.
Pub Type— Guides-Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Descriptors— *Check Lists, *Class Activities, *Cultural Activities, Cultural Opportunities, Elementary Secondary Education, *Learning Activities, *Learning Experience
Identifiers— Alaska, *Classroom Visitors, *International Visitors

A classroom visit by an international visitor is potentially a unique educational experience. Students have an opportunity to: increase awareness of their own values and of their foundation in the sociocultural patterns of their natural family, community, and nation; increase capacity for empathetic interpersonal relations; and become aware of global issues that affect entire societies and of the interdependence of the world. This checklist is designed to encourage teachers to invite visitors to the classroom, to assist them in making visitors feel welcome, and to maximize the educational value of the experience. Instructions for the organizer of the visit, as well as for the teacher are included. There are guidelines for preparing the class/school for the visit and suggestions for extending the experience beyond the actual meeting. ([illegible])

ED 308 175   SP 031 277

A Women's Guide to Coaching.
Women's Sports Foundation
Spons Agency— Wilson Sporting Goods Co.
Pub Date— [illegible]
Note— 7p.
Language— English
EDRS Price - MF01/PC01 Plus Postage.
Pub Type— Reports - Descriptive (Program/Project Descriptions) (141)
Descriptors— *Athletic Coaches, Higher Education, Elementary Secondary Education, Employment Opportunities, Higher Education, Job Application, Personal Narratives, Role Models, Skill Development, *Volunteers, Women Faculty

This booklet offers advice for women who are interested in becoming athletic coaches. Qualifications for coaches are discussed in the area of volunteer work as well as job possibilities as a professional coach. Discovering career possibilities through networking is described, and a list of resources is provided. (JD)

Evans, Eston E.
Predicting Support for Foreign Languages: A Model for Secondary Schools.
PUB DATE- 89
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Data Collection; Factor Analysis; *Predictor Variables; *Program Attitudes; *Research Methodology; School Support; Secondary Education; *Second Language Programs; State Surveys
IDENTIFIERS- Tennessee

A study investigated the rationale of and procedures for gathering data on foreign language programs in secondary schools in Tennessee. The study transcends previous foreign language surveys by suggesting a method of presenting data in a useful format by analyzing foreign language support (FLSPT) in terms of quantifiable factors or "favorable conditions" that may affect the environment and level of foreign language support in secondary schools. Factors considered include: population by county, density of population by county, per capita income by county, per capita tax levied by county, percentage of total county government expenditures for education, average teacher salaries by county, percentage of professional employees by county, percentage of residents by county with four or more years of higher education, and percentage of teachers by county with master's degrees and above. (DJD)

ED 307 821 HE 021 929

Carrasco, Jose A.

Assessing the Knowledge That Educators Have about College-Related Information for Students in Four-Year Public High Schools.

PUB DATE- Aug 88
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; Admission Criteria; *College Admission; College Applicants; College Attendance; *Enrollment Influences; Equal Education; Guidance Personnel; Higher Education; High School Graduates; Hispanic Americans; Minority Groups; *Noncollege Bound Students; Public Colleges; Secondary School Teachers; State Surveys; Teacher Responsibility; Two Year Colleges

IDENTIFIERS- *California

The results of a survey measuring the knowledge that 173 credentialed educators in selected California four-year public high schools had about the academic entry requirements for California two- and four-year public colleges are presented. College-related information relevant to academic entry requirements is not reaching those students who need it most, and a significant number of students, including minorities, otherwise academically eligible for admission to California two-year and four-year public colleges are not receiving the needed information to make rational career decisions about their educational futures. Sample data for the study were collected via a questionnaire: "The Flow of College-Related Information for Students in High School Settings: An Organizational Perspective." Findings indicate only a small number of the educators sampled were actually knowledgeable about the 1987-88 and 1988-89 academic entry requirements needed to qualify first-time freshmen for California public colleges. Four suggestions for educators are as follows: high schools should establish a specific goal for increasing the number of eligible students continuing on to California public colleges; high schools should try to distribute college information to all credentialed and non-credentialed personnel working with general education, vocational, and college-preparatory level students; educators should be provided factual information to make them aware of the large number of potentially eligible Hispanic/minority students who fail to enter college because of lack of information; and high schools should consider the benefits of modifying the functions of counselors and classroom teachers. Tables are included. Contains 51 references. (SM)

ED 307 834 HE 022 192

A Self-Instructional Course in Student Financial Aid Administration. Module 12: The Campus-Based Programs: SEOG, CWS, and Perkins Loan. Second Edition.

Office of Student Financial Assistance (ED), Washington, DC.; Washington Consulting Group, Inc., Washington, DC.

PUB DATE- 20 Aug 88

NOTE- 89p.; For related documents, see HE 022 181-198.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrator Responsibility; Administrator Role;

Educational Finance; *Eligibility; *Federal Aid; Federal Government; Federal Programs; *Grants; Higher Education; Program Administration; Programed Instructional Materials; *Student Financial Aid; *Student Financial Aid Officers; *Student Loan Programs

IDENTIFIERS- College Work Study Program; Department of Education; Higher Education Act Title IV; Paying For College; Perkins Loan Program; Supplemental Educational Opportunity Grants

The twelfth module in a 17-module self-instructional course on student financial aid administration discusses campus-based financial programs. They are SEOG (Supplemental Educational Opportunity Grant), CWS (College Work-Study), and Perkins Loans. It is part of a full course designed for novice financial aid administrators and other institutional personnel needing a systematic introduction to the management of federal financial aid programs authorized by Title IV of the Higher Education Act. It teaches how to define and describe campus-based programs, describe the transfer provisions of the SEOG and CWS programs, and describe the institution's due diligence responsibilities for the Perkins loan program. Four sections focus on the following: (1) allocation and administration of campus-based funds (institutional allocation, fund management and administrative coordination); (2) the SEOG program (student eligibility and awards); (3) the CWS program (i.e. job placement, employment conditions, selection and placement procedures, and paying the student and monitoring expenditures); and (4) the Perkins Loan program (e.g., loan amounts, applicable interest rates, and disbursing Perkins Loan funds). A pre-test, post-test, glossary, and acronyms are provided. Four appendices are: sample CWS material, sample Perkins Loan materials, Department of Education due diligence requirements, and annual campus-based authorization letter. Contains five references. (SM)

ED 307 930 JC 890 290

Capozzoli, Mary Jane
A Survey of Women Community College Administrators.
Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- May 89
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Characteristics; Administrator Qualifications; *Administrators; Career Ladders; Community Colleges; Family Influence; Females; Interviews; *Leadership Styles; Mentors; Questionnaires; *Sex Bias; *Sex Discrimination; Sex Stereotypes; Surveys; Two Year Colleges; *Women Faculty
IDENTIFIERS- *Women Administrators

In spring 1989, interviews were conducted with 10 women administrators from community colleges in New Jersey and Pennsylvania to gain information on their characteristics, educational training, management style, career paths, and attitudes. Study findings included the following: (1) five of the participants had master's degrees, and five had doctorates; (2) the group included three deans, two assistant or associate deans, three institutional directors, one chairperson, and one assistant to an academic vice-president; (3) all but one administrator had previously worked in either business, secondary schools, or four-year colleges before coming to the community college, and seven had been employed at only one community college; (4) six began their careers as faculty members, and four as counselors; (5) seven of the participants had had mentors, and seven found networking useful; (6) though no one pointed to specific examples of discrimination on their campuses, 6 of the 10 did discern difficulties for women; (7) while four indicated that there was no difference between their management style and that of their male counterparts, five argued that a woman's management style differs from a man's; and (8) when asked to identify the traits characterizing a good administrator, seven mentioned knowledge, intelligence, and/or analytical ability, four emphasized the importance of motivating people, and three suggested being a good listener and communicator. A review of previous studies of women administrators and the list of interview questions are included. (JMC)

ED 307 956   PS 017 409

Sale, June; And Others
Child Care and the Child Abuse Index. A Report from the California Children's Council.
California Children's Council, Northridge.
PUB DATE- Jan 88
NOTE- 21p.; For other reports in this series, see PS 017 410-412.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Abuse; Child Caregivers; *Due Process; Legal Problems; *Program Improvement; Recordkeeping; *Social History; *State Legislation; State Programs
IDENTIFIERS- California; *Child Abuse Registries; Mandatory Programs; *Screening Programs

In California, the desire to do something about child abuse, fanned by repeated and often sensational media coverage, has led to an understandable but counterproductive overreaction on the part of professionals and citizens reporting suspected child abuse. Child protective agencies receive an average of one report a minute. There are over 300,000 reports a year. Since 1965, Section 11110 of California's Penal Code has mandated that the State Bureau of Identification maintain records of all reports of suspected child abuse. The collected reports are called the Child Abuse Index (or Registry). Over time, data from the Registry and access to it have increased. But alleged offenders are denied notice of whether they are in the registry and on what grounds. Concern about such records arises because the system now serves a second, not originally intended, purpose: the Index is used for screening the name of every applicant for licensure or employment in a California child day-care facility. Because the Department of Social Services can use the system to deny licensure, serious due process questions are raised. Nine recommendations for removing negative consequences of the system and enabling it to adequately meet its purpose are proposed. A description of the Children's Roundtable Project of the California Children's Council and a list of roundtable participants are included. (RH)

ED 307 987 PS 018 040

Hanlon, Ruth A. Sanders; Henson, Mary F.
Child Support and Alimony: 1985. (Supplemental Report).
Bureau of the Census (DOC), Suitland, Md.; Office of Child Support Enforcement (DHHS), Washington, DC.
PUB DATE- Mar 89
NOTE- 83p.; For Advance Data from March-April 1986 Current Population Surveys, see ED 287 564.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 803-005-10007-3, $4.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Compliance (Legal); Court Litigation; Definitions; Demography; *Financial Support; Health Insurance; *Individual Characteristics; *Mothers; *Parent Responsibility; Poverty; Questionnaires; Research Methodology; Statistical Data; Tables (Data)
IDENTIFIERS- *Alimony; *Child Support; Property Disposition

Data on the award and receipt of child support and alimony to women are reported. Additional data concerning receipt and type of property settlement following divorce is provided. The Bureau of the Census first conducted a survey specifically designed to obtain data on child support and alimony in spring, 1979. The survey, with minor modifications, was conducted again in the spring of 1982, 1984, and 1986. Content focuses on: (1) recipiency of child support, alimony, and property settlements; (2) characteristics of women awarded child support payments; (3) characteristics of women awarded child support by poverty status in 1985; (4) the deficit in child support payments; (5) characteristics of women awarded alimony payments; and (6) characteristics of women receiving property settlements. Also included are brief descriptions of the survey, revised survey procedures, changes in the April 1986 Current Population Survey (CPS) and the March CPS, and a note to users. Findings from the 1986 survey are presented. Discussion is supplemented by text tables A through L, and eight charts. Summary statistics for the 1979, 1982, and 1984 surveys are presented in tables A through E. Fourteen tables present the findings from the 1985 survey. Appendices provide definitions and explanations, the source and reliability of estimates, and a facsimile of the April 1986 CPS questionnaire. (RH)

ED 308 071 SE 050 633

McCoy, Leah P.
Use of Variables: Algebra-Computer-English Translation.
PUB DATE- 89
NOTE- 16p.; Paper presented at the International Association for
  Computing in Education Conference (San Francisco, CA, March, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,
  Evaluation Instruments (160)
DESCRIPTORS- *Algebra; Computer Literacy; *Computer Uses in
  Education; *Concept Formation; High Schools; Problem Solving;
  *Secondary School Mathematics; *Symbols (Mathematics); *Test Items

Results of empirical research relating computer programming instruction and understanding of the concept of mathematical variables is unclear. While some studies have found a positive relationship, others have reported nonsignificant results. The purpose of this study was to investigate high school students' (n=36) understanding of the concept of variable in computer programming and in algebraic context. High school juniors at a large private high school who had completed Algebra I and a computer literacy course were given the Algebra-Computer-English (ACE) Translation Test. The results of this study indicate that high school students with experience in both algebra and computer programming could work with variables in a computer context better than in an algebraic context. When given parallel items in both a computer program and algebraic context, their correct responses were not uniformly distributed. They were better able to translate to English the variables in the computer program than in the algebraic equation. A list of 30 references is included. An appendix includes the ACE Translation Test. (DC)

ED 308 088   SE 050 694

Engelen, Ron; And Others
Ignatov's Theorem: A New and Short Proof. Research Report 87-3.
Twente Univ. of Technology, Enschede (Netherlands).
PUB DATE- 87
NOTE- 22p.; Contains small print which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Abstract Reasoning; Algebra; *Calculus; *College Mathematics; *Deduction; Logical Thinking; *Mathematical Logic; *Proof (Mathematics); Set Theory

This paper contains an elementary and short proof for the case that the underlying distribution function F is discrete, and then extends the result to the general F. In other proofs underlying iid sequences of random variables with continuous distributions are considered to be the "ideal" case. In this paper discretization of the underlying iid sequence is fundamental. Included are seven references and a list of titles of recent research reports. (Author/DC)

ED 308 145 SP 031 208

Gordon, Anne
Predictors of Beginning Teacher Burnout.
PUB DATE - Mar 89
NOTE - 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE - English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches/Conference Papers "Papers Presented at..." (150) -- Reports - Research/Technical (143)
DESCRIPTORS - *Beginning Teachers; Class Size; *Educational Environment; Elementary Secondary Education; Interpersonal Relationship; Organizational Climate; *Professional Recognition; Stress Variables; Teacher Administrator Relationship; *Teacher Burnout; *Teaching Conditions; Teaching Load

This study explored the elements in the school environment which predict beginning teachers' burnout at the end of the first year of teaching. Two surveys were administered to 85 first-year teachers, one in the fall semester and the other several weeks before the end of the school year. The surveys queried the teachers about their current working environment and their feelings associated with burnout. Factors measured were: (1) role overload; (2) instructional rewards; (3) job design; (4) role ambiguity; (5) classroom environment; (6) job clarity; and (7) frequency of interaction with other teachers and administrators. Findings indicated that rewards obtained from student progress, and teacher and administrator recognition were the only factors determined to have a significant influence as predictors of end-of-the-year burnout. It was also found that high levels of skill variety in the job did not contribute to less teacher burnout in this sample. It is concluded that providing positive recognition and adequate time for planning and instruction, as well as reducing class size, may reduce beginning teachers' burnout and attrition. (JD)

ED 307 848 IR 013 813

Distance II: Improving Teaching at a Distance. Report of the Annual Conference on Teaching at a Distance (2nd, Madison, Wisconsin, August 6-8, 1986).

Wisconsin Univ., Madison. Dept of Continuing and Vocational Education.

PUB DATE- Aug 86
NOTE- 75p.; For reports on the 1985-88 conferences, see IR 013 812-816.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Design Requirements; *Distance Education; Educational Research; Evaluation Criteria; *Instructional Design; *Instructional Development; *Needs Assessment; Program Administration; Services; *Student Attitudes; *Teacher Attitudes

This report provides a brief description of a 1986 conference on distance education together with four of the papers presented by the five keynote speakers; an outline of the fifth paper is included. It is noted that, in addition to these papers, the conference included 26 application sessions which allowed the 183 participants to select issues and topics to explore in small groups. The keynote papers are: (1) "Design of Distance Learning Programs," in which Erling Jorgenson considers how instructional design principles may be used appropriately and provides specific suggestions for distance learning design strategies; (2) "Evaluating Distance Education," in which Peter J. Dirr examines how distance education programs might be evaluated using the Annenberg/Corporation for Public Broadcasting Program as an example; (3) "Learners and Learning at a Distance," in which Michael G. Moore assesses distance education program design from the perspective of the adult learner's needs, and comments on the current system of distance education; (4) "Teachers and Teaching at a Distance," in which Dee Brock reports the results of a survey of the attitudes of both faculty and administrators involved in distance education; and (5) "Effective Administration and Support of Distance Education" (outline only), in which Michael P. Lambert considered several topics, including excellence in distance learning support, the goals of student support, the benchmarks of quality, tips on support, tips on strategic planning, and illustrations of typical student support departments. (EW)

ED 307 861 IR 052 695

Federal Information. Users' Current and Future Technology Needs. Fact Sheet for the Chairman, Joint Committee on Printing, U.S. Congress.

General Accounting Office, Washington, DC. General Government Div.

REPORT NO.- GAO/GGD-89-20FS
PUB DATE- Nov 88
NOTE- 111p.; For the report on this study, see ED 301 228, or for a summary of the report, see ED 301 229.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies are free, additional copies are $2.00 each prepaid).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Depository Libraries; Government Publications; *Government Role; *Information Needs; Information Sources; Information Technology; *Needs Assessment; *Organizations (Groups); Public Libraries; Questionnaires; *Research Design; Special Libraries; Surveys; Tables (Data); *User Needs (Information)
IDENTIFIERS- *Government Printing Office; *Office of Technology Assessment

The methodology and results of a survey undertaken to develop data on current experiences and future needs of selected nonfederal users in obtaining and using federal information are reported in a letter to the chairman of the Joint Committee on Printing (JCP) of the U.S. Congress and in eight appendixes. Noting that information from the survey was used to assist the JCP and others in determining if, and how, technology might help to meet these needs, the letter describes the collection of data from libraries and associations using a questionnaire developed in consultation with the JCP and the Office of Technology Assessment. The number of respondents in each of the five groups of federal information users that were surveyed is also given: (1) regional depository libraries (46); (2) selective depository libraries (357); (3) general libraries, such as public, university, and college, and corporate libraries (436); (4) scientific and technical associations (149); and (5) general associations (173). Information on the survey is then presented in the eight appendixes. Appendix I describes the objective, scope, and overall methodology of the survey. Appendixes II through VI each contain the specific methodology and a tally of the questionnaire results for each of the five groups of respondents. A glossary of terms included in the questionnaire is contained in Appendix VII, while Appendix VIII provides a listing of major contributors to this publication. (CGD)

ED 307 875 IR 052 762

Bingham, Karen Havill
Building Security and Personal Safety. SPEC Kit 150.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Jan 89
NOTE- 145p.

AVAILABLE FROM- Association of Research Libraries, Office of Management Services, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($20.00, prepaid, plus $5.00 postage for first class).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; *Behavior Problems; *Emergency Programs; *Guidelines; Higher Education; Library Administration; *Library Facilities; Position Papers; *Safety; Security Personnel; Stealing
IDENTIFIERS- *Building Security

This report on a survey of Association of Research Libraries (ARL) member libraries on building security and personal safety policies examines three areas in detail: (1) general building security (access to the building, key distribution, patrols or monitors, intrusion prevention, lighting, work environment after dark); (2) problem behavior (noise, disorderly conduct, abusive and/or criminal behavior); and (3) emergencies (power outage, bomb threat, fire, natural disaster). The survey results indicate that fewer libraries have developed policies to protect the general security of the building than any other security matter, but this may be because such plans are coordinated by a university-wide security division on some campuses. Although academic libraries have had to deal with an increased incidence of problem behavior in the last decade, the survey shows that it is more common for libraries to have policies governing more severe forms of problem behavior that threaten life or property than for the milder forms which affect the rights of individuals to work undisturbed in libraries. Yet library personnel often insist that they need better guidance in handling milder forms of problem behavior than for severe forms which require police protection. Policies and procedures governing emergencies and disasters are far more common than those dealing with general building security or disruptive behavior. Although many of these policies tended to emphasize damage to library materials and salvage procedures, more recently policies have also begun to address life-protecting measures in the event of emergencies. Examples of 31 building secruity and/or personal safety policies from 21 universities are included in the kit, and 31 references are provided. (EW)

ED 307 903 IR 052 795

Texas Library System: System Orientation Manual.
Texas State Library, Austin. Dept. of Library Development.
PUB DATE- Oct 88
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; Documentation; Financial Support; *Governance; Guidelines; *Library Administration; *Library Networks; *Library Services; Library Standards; Long Range Planning; *Public Libraries; State Legislation; State Libraries
IDENTIFIERS- Texas

The materials in this manual are intended to provide the introductory information needed by new system advisory council members and staff of the Texas State Library on the history, role, governance, funding, services, and administration of library systems. Included in the handbook are discussions of: (1) the role of systems in public library development in Texas (the formative years of library systems in Texas, a chronology of Texas library systems from 1962 to date, and key concepts of public library development and systems); (2) the governance of systems (system governance at the regional level and the role of the State Library and Archives Commission in system governance); (3) system funding and system services; (4) administration of systems (financial and performance management, planning for system services, other operational areas, and timeline); and (5) essential documents for system management (state and system working documents). A description of the roles and responsibilities of advisory council members is appended. (CGD)

ED 307 917 JC 890 276

MCCCD/ASU Students: Transfer, Graduates & Concurrent.

Arizona State Univ., Tempe. Office of Institutional Analysis.;
Maricopa County Community Coll. District, Phoenix, Ariz.
PUB DATE- 23 Jan 89
NOTE- 79p.; Prepared for distribution at a meeting of the Presidents Council of the Maricopa County Community College District (Phoenix, AZ, January 25, 1989).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Graduates; *College Transfer Students; Community Colleges; Dual Enrollment; Higher Education; *Majors (Students); Two Year Colleges; Undergraduate Students; Universities
IDENTIFIERS- Arizona State University; *Maricopa Community College District AZ

The tables of which this report consists provide a statistical summary of the number of Maricopa County Community College District (MCCCD) students who transferred to and graduated from Arizona State University (ASU). The first set of tables presents figures on the number of undergraduate transfers from MCCCD colleges to ASU by major, for summer 1982 through spring 1988, while the second set provides information on upper-division transfers for the same period. For each ASU division, the number of MCCCD transfers, the percentage of MCCCD transfers enrolled in that division, the total ASU enrollment, and the percentage of division enrollment represented by MCCCD transfers are indicated. The next set of tables focuses on the numbers and percentages of bachelor's degree graduates who transferred from MCCCD colleges by ASU major, for summer 1984 through spring 1987. Finally, information on the number of students concurrently enrolled at ASU and MCCCD is presented. (JMC)

ED 307 971 PS 017 978

Military Child Care: Extensive, Diverse, and Growing. Report to Congressional Requesters.

General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-89-3
PUB DATE- Mar 89
NOTE- 89p.
AVAILABLE FROM- U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each, orders must be prepaid by cash or by check or money order made out to the Superintendent of Documents).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Armed Forces; *Day Care; Early Childhood Education; *Family Day Care; Federal Government; *Futures (of Society); Program Descriptions; *Program Development; Tables (Data)
IDENTIFIERS- *Military Day Care; *Program Characteristics

Due to concerns about the impact of a shortage of child care on productivity, morale, attendance, and family life of members of the uniformed services, the General Accounting Office was asked to conduct a review to determine why and how the Department of Defense (DOD) provides child care, what child care services are available, how many children of what ages receive care, and how many children are waiting for care. The review covered military child care services provided by the DOD at Air Force, Army, Navy, and Marine Corps installations in the continental U.S. The report describes: (1) types of child care services provided in installations' child development centers and family day care homes; (2) the number and characteristics of children who were to receive child care in centers; and (3) the number of children who were on the centers' waiting lists. The report does not contain recommendations, but does present matters for congressional consideration. Appendices provide a military child care program questionnaire; a list of 219 CONUS (continental United States) installations which participated in the survey; supplemental data on military child care programs; comments from the DOD; and a list of major contributors to the report. Numerous tables and figures supplement the text. (RH)

ED 308 002 PS 018 071

Nelson, Deborah G. Kemler
Developmental Trends in Infants' Sensitivity to Prosodic Cues Correlated with Linguistic Units.
PUB DATE- 28 Apr 89
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Attention; *Cues; *Infants; Language Acquisition; *Verbal Communication
IDENTIFIERS- *Developmental Patterns; *Pausing (Speech)

A series of studies investigated whether infants can detect cues in ongoing speech that could help them delineate those segments that correspond to grammatical units like phrases and words. The methodology of the study involved asking whether infants show a preference between speech samples in which pauses have been inserted coincident with the boundaries of the unit in question versus those in which pauses have been inserted at a location internal to the unit. Findings, overall, indicate that by the age of 4 and one-half months infants show a sensitivity to prosodic cues in speech that are correlated with speech segments that span clausal units in language, and this sensitivity obtains whether the language is English or whether it is an unfamiliar language, Polish. By about 6 months, this sensitivity has narrowed to English. But 6-month-olds do not appear to show a sensitivity to cues that are correlated with speech segments that correspond to finer linguistic units. Not until 9 months of age can infants detect cues that can mark segments corresponding to the clause-internal strucure formed by the major phrase constituents. Not until 11 months of age is there apparent sensitivity to cues that correlate with the packaging of syllable strings into unfamiliar words. Possible interpretations of the findings are discussed. (RH)

ED 308 102 SO 019 928

Redd, Kenneth; Riddle, Wayne
Comparative Education: Statistics on Education in the United States and Selected Foreign Nations. CRS Report for Congress.
Library of Congress, Washington, D.C. Congressional Research Service.
REPORT NO.- CRS-88-764-EPW
PUB DATE- 14 Nov 88
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Achievement Rating; Comparative Analysis; *Data Interpretation; Educational Finance; Elementary Secondary Education; *Enrollment; Expenditure per Student; *Expenditures; *Federal Aid; *Foreign Countries; Government School Relationship; Mathematics Achievement; Postsecondary Education; Statistical Surveys
IDENTIFIERS- Australia; Canada; China; France; Italy; Japan; Mexico; Sweden; United Kingdom; USSR; West Germany

While there are severe limitations on the availability, comparability, and reliability of education statistics for the United States and other major foreign nations, a comparison of data reveals that the relative ranking of the United States among other nations with respect to educational participation in general is high, but that it is low in certain specific areas. The major source of data for this study is the "1987 Statistical Yearbook" of the United Nations Educational, Scientific, and Cultural Organization. Data are compared for three areas: participation (15 tables and charts), expenditures (11 tables and charts), and achievement (8 tables and charts). At the gross enrollment rate, the United States is among the highest in the world at the secondary level, and the highest at the postsecondary level. The pupil-teacher ratio for the United States however, is high when compared to the other nations. The United States ranks relatively high in both share of gross national product (GNP) and of total government expenditures that are devoted to education, although other nations place a higher emphasis on spending at the primary and secondary educational levels. Achievement scores for the United States were relatively lower at higher age/grade levels in all subject areas, particularly in mathematics and foreign language (French). Tests were sponsored by the International Association for the Evaluation of Educational Achievement. A brief discussion and analysis section on the various tables and charts in each of the three data sections helps to provide meaningful comparisons of the data. (PPB)

ED 308 116 SO 019 979

[illegible], Louise
The Effects of Roleplay on Changing Attitudes of Preservice
  Elementary Social Studies Teachers toward Reflective Inquiry.
PUB DATE- 23 Feb 89

NOTE- 14p.; Paper presented at the Annual Conference of the Eastern
  Educational Research Association (Savannah, GA, February 22-25,
  1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches/Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; College Students; Educational
  Research; Elementary Education; Higher Education; *Preservice
  Teacher Education; *Role Playing; *Social Studies; *Teacher
  Attitudes; *Teacher Educators; Teaching Methods
IDENTIFIERS- Pennsylvania State University; Reflective Inquiry;
  Searles McPherson Social Studies Questionnaire

This study was intended to see if the instructional practices of social studies teacher educators could promote positive change in preservice teachers' attitudes towards the rationales for teaching social studies. It examined the effect of roleplay on the attitude change of preservice elementary teachers toward the reflective inquiry rationale for teaching social studies and the persistence of any attitude change. Fifty-seven preservice elementary teachers from Pennsylvania State University took part in the study. The subjects responded to the reflective inquiry subscale of the Searles-McPherson Social Studies Questionnaire. They were ranked according to their subscale scores and randomly assigned to the treatment or control groups. The subjects responded to the same questionnaire immediately following the treatment and again three weeks later. The Likert Scales and an analyses of variance were used to analyze the data. Findings revealed that: (1) all groups changed their attitudes toward the reflective rationale; (2) the attitude change of the control groups was not sustained for three weeks; and (3) the attitude change of the treatment group increased, though insignificantly, three weeks after the treatment. Implications are discussed with regard to attitude change theory, methodology, and teacher education. Based upon the principles of attitude change theory, the methodology used in this study, and preservice social studies education course work, several recommendations for further research are made. Fifteen references are included. (GEA)

ED 308 177 SP 031 282

Gunstone, Richard F.; And Others
Learning about Learning To Teach: A Case Study of Pre-Service Teacher Education.
Pub Date—Mar 89

NOTE—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE—English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE— Speeches/Conference Papers (150) — Reports - Research/Technical (143)
DESCRIPTORS— Cognitive Development; Collegiality; Foreign Countries; Higher Education; Learning Processes; Longitudinal Studies; Preservice Teacher Education; Program Evaluation; Research Methodology; Science Education; Secondary Education; Self Concept; Student Attitudes; Teaching Methods
IDENTIFIERS— Australia (Victoria); Monash University (Australia)

A report is given of a 3-year longitudinal study which has two strands, both of which are concerned with understanding better the complexities of teaching and learning science, knowing more of the processes by which individuals change, and understanding more of the research methodology appropriate for these purposes. The first strand involves science teachers in secondary schools working in a collaborative fashion with the researchers. The second strand involves a group of science graduates who undertook a 1-year preservice education course during which an intensive case study of the development of the members of the group was undertaken. A description is given of issues of significance for teacher education which were reflected in the program undertaken by the students. The program reflected three broad areas of constructivist learning: student teachers' views of teaching and learning, their understanding of the content they teach, and their views of self. The most striking findings from the year related to the nature and extent of personal development, growth, and change experienced by many of the participants. This development was evidenced in individual intellectual competence and self esteem. (JD)

ED 307 808 FL 017 997

Hurshberger, Lisa
Communication Anxiety and Its Effect on Oral Proficiency.
PUB DATE- Feb 89
NOTE- 64p.; Paper presented at the Annual Meeting of the Second Language Research Forum (Los Angeles, CA, February 23-28, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; *Communication Apprehension; Educational Environment; *English (Second Language); Foreign Countries; Higher Education; *Language Proficiency; Negative Attitudes; Questionnaires; Second Language Learning; Student Attitudes
IDENTIFIERS- Yugoslavia

A study investigated the bipolar tension/relaxation factors that affect a second language learner's oral proficiency. While the traditional assumption in the field of second language acquisition is that negative attitudes toward communicative interaction naturally predicate low proficiency, the data gathered from 50 subjects studying English as a Second Language (ESL) in Mostar, Yugoslavia, indicated that an interactive relationship exists between attitudes toward the language learning environment and oral proficiency. Low proficiency learners were not uniformly negative toward communicative interaction, and although positive attitudes became more prevalent with higher levels of English proficiency, there was no consistent attitude shift that could be identified as a producer of greater linguistic proficiency. The questionnaires used to elicit attitudes toward language learning are appended. (DJD)

ED 307 890 IR 052 779

Eisenberg, Michael B.; Berkowitz, Robert E.

Resource Companion for Curriculum Initiative: An Agenda and Strategy for Library Media Programs.

REPORT NO.- ISBN-0-89391-486-X
PUB DATE- 88
NOTE- 169p.; For the companion book, see ED 296 731.
AVAILABLE FROM- Ablex Publishing Corporation, 355 Chestnut St., Norwood, NJ 07648-9975.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cognitive Processes; *Curriculum Development; Elementary Secondary Education; *Learning Resources Centers; *Library Instruction; *Library Skills; *Media Specialists; School Libraries; Systems Approach
IDENTIFIERS- *Curriculum Mapping

This resource book is intended as a companion to the book "Curriculum Initiative: An Agenda and Strategy for Library Media Programs," which provides practicing school library media specialists and students in professional degree-granting programs with both a conceptual framework and practical approaches to the curriculum-related responsibilities of the school library media program. It is divided into two major parts: worksheets and tools, and graphic masters. Within each part, the materials are organized by section, and each section focuses on a particular task, area, or concept. Part I comprises worksheets and tools designed to assist in carrying out the information gathering, assessment, and design of activities outlined in the Six-Stage Strategy, which was presented in the companion to this book. The tools are divided into six logical, interrelated sections: (1) curriculum mapping; (2) curriculum support services; (3) curriculum planning; (4) instruction; (5) assessment; and (6) time management. Part II is composed of a series of visuals developed to assist in presenting and promoting the agenda and strategy proposed in the earlier work, and is divided into four interrelated sections: (1) curriculum support services; (2) the Big Six Skills; (3) general management concepts and tools; and (4) the Six-Stage Strategy. The visuals are intended for use as masters for overhead transparencies and handouts to enhance presentations to all constituencies relevant to the library media program, i.e., teachers, administrators, students, library media professional and support staff, boards of education, school and district committees, and various community groups. An 11-item bibliography is provided. (CGD)

Reed, Jim F.
An "A" for Accountability: Profile of Student and Employer Follow-Up in Texas Community and Technical Colleges, 1978-1987.
PUB DATE- 88
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Assessment; Employer Attitudes; Followup Studies; Information Systems; *Institutional Research; Job Placement; *Outcomes of Education; *Program Effectiveness; Research Tools; *Research Utilization; Two Year Colleges; Vocational Education
IDENTIFIERS- *Texas; Texas Student Information System

This publication presents examples of outcome and institutional effectiveness information produced through student and employer follow-up for Texas community and technical colleges from 1978-1987. The data in the booklet were collected through the Texas Student Information System (Tex-SIS) and are presented in reference to a series of questions usually answered in an evaluation of institutional effectiveness, such as: "To what extent are our students accomplishing their educational goals?" "Are our occupational students successful in obtaining jobs in the the field for which they are trained?" "How do our university transfer students rate the preparation they received from our college for completing their education?" and "How do employers rate the training received by our occupational students?" Selected examples of outcome and institutional effectiveness include: (1) 80% of Texas vocational graduates who are available for placement are employed in a field related to their training; (2) the average annual salary of graduates of two-year associate degree occupational programs is $17,652, and $13,368 for completers of one-year certificate programs; (3) 77% of university transfer students describe their preparation as excelllent or satisfactory, while 4% describe it as fair or inadequate; and (4) employers give the highest ratings to students in technical areas, and in reference to work quality, following instructions, and technical knowledge. Closing sections present advice on the effective use of data for labor market analyses, institutional effectiveness studies, student counseling, and follow-up studies. (ALB)

ED 308 018   PS 018 104

Wynn, Karen
Children's Understanding of Counting.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 89
NOTE- 48p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Comprehension; *Computation; Fundamental Concepts; *Individual Development; *Mathematical Concepts; *Mathematics Skills; *Toddlers
IDENTIFIERS- Developmental Patterns

Three studies examined the abstractness of children's mental representation of counting, and their understanding of the cardinality principle, namely, that the last number word used in a count tells how many items there are. In the first experiment, 24 toddlers of 2-3 years counted objects, actions, and sounds. Findings revealed that children counted objects best; most were also able to count actions and sounds. This finding suggests that at a very young age, children begin to develop an abstract mental representation of the counting routine. When asked, "How many?" after counting, only older children gave the last number word used in the count a majority of the time. This suggests that children younger than 3.5 years do not understand the cardinality principle. In the second experiment, children were asked to give a puppet 1 through 6 items from a pile. Older children succeeded at this task. They spontaneously counted how many items they gave, thus showing a clear understanding of the cardinality principle. Younger children succeeded only at giving 1, and sometimes 2, items, and never spontaneously counted. In experiment 3, 18 toddlers were asked several times for 1 through 6 items. Results indicate that children learn the meanings of smaller number words before larger ones within their counting range up to number 3 or 4. (RH)

ED 308 031 RC 017 071

Chance, Edward W.
The Great Plains Rural Principal: Characteristics and Leadership Style.
PUB DATE- Sep 88
NOTE- 36p.; Paper presented at the Annual Conference of the National Rural Education Association (80th, Bismarck, ND, September 24-28, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; *Administrator Effectiveness; Administrator Role; *Instructional Leadership; *Principals; Public Schools; *Role Perception; Rural Education; *Rural Schools; School Administration; Secondary Education; Self Concept; Self Evaluation (Individuals); Small Schools; Surveys; Teacher Administrator Relationship
IDENTIFIERS- United States (Plains States)

This study of rural schools in the states of North Dakota, South Dakota, Nebraska, and Kansas focused on self-reported characteristics of secondary school principals as well as their leadership style. A total of 592 surveys were mailed to the identified population, of whom 462 returned completed forms. It was found that the Great Plains rural principals envision themselves as instructional leaders but spend a majority of the day in general management. They taught for an average of 35.6% of the day. They also are more concerned as leaders about task completion and less about school climate and individual needs. It was also found that there were no substantial differences between male and female rural principals, either experienced or inexperienced, in their general activities or leadership style. Great Plains rural principals perceive themselves in one manner, but they often act in another manner. Several possibilities account for this discrepancy, but time, teaching assignments, and the multitude of administrative duties are the most likely causes. If the perception of instructional leadership is ever to become reality, rural principals must be provided more opportunities to become effective leaders. (TES)

ED 308 045 RC 017 104

Education in Alaska. Report to the People. Fiscal Year 1988.
Alaska State Dept. of Education, Juneau.
PUB DATE- 88
NOTE- 46p.; For the 1986 report, see ED 288 692.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; *Educational Objectives; *Educational Philosophy; *Educational Planning; Elementary Secondary Education; Public Schools; State Boards of Education; State Departments of Education
IDENTIFIERS- *Alaska

Early in fiscal year (FY) 1988 the Alaska State Board of Education established seven goals and priorities to guide its activities and those of the Department of Education. These goals reflect the legislative mandate that the Department generally supervise and advise Alaska's public schools, recommend plans for improving public schools, and support related educational activities. The goals were (1) to improve the educational experience of students so that each student may reach his or her full potential; (2) to define and identify "at risk" students and develop and support preventative and remedial strategies; (3) to develop and recommend implementation of a system to assure greater accountability for success in the public school experience; (4) to strive to improve the skills of teachers, school administrators, and education support personnel in their professional growth and development; (5) to examine and propose incentives and alternatives to promote greater efficiency in the administration of school districts; (6) to develop an action agenda to increase support of public education by participating in an education coalition; and (7) to define, develop, and support the programs of the Department of Education. This annual report describes activities of the Department of Education and various districts, schools, and supplemental programs such as museums and libraries that were undertaken to meet these goals. Included are a financial summary and statistical charts outlining FY 1987 school enrollments; school operating fund expenditures; school operating fund revenues; food services, pupil activity and special revenue funds; cigarette tax distribution; debt retirement; and general operating fund balances. A directory of Alaska Department of Education Offices for FY 1988 is given. (ALL)

ED 308 058   RC 017 158

Howley, Craig B.
The Impact of Rural Industries on the Outcomes of Schooling in Rural America. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-89-7
PUB DATE- Mar 89
NOTE- 3p.
CONTRACT- RI-88-062016
AVAILABLE FROM- ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Agricultural Production; Economic Development; Educational Trends; Education Work Relationship; Elementary Secondary Education; *Manufacturing Industry; *Mining; *Rural Areas; *Rural Education; Rural Urban Differences; *Socioeconomic Influences
IDENTIFIERS- ERIC Digests; *Industry Role

The traditional relationships between rural and urban areas and the changes brought on by specialized rural industries discussed. The digest reviews work that has investigated the impact of farming, manufacturing, and mining on education. The effect of agricultural activity on academic achievement, especially via vocational agriculture programs, has attracted considerable interest. At least one study (Hobbs, 1987) credits vocational agriculture with developing leadership and entrepreneurial skills among students, suggesting a positive effect of a farming economy on school outcomes. Researchers also report that agriculture offers students the opportunity for part-time work, which seems to have a positive effect on grades (Charner & Fraser, 1986). Part-time farming jobs do not, however, appear to influence students' educational aspirations. The farm crisis of the 1980's may bring significant economic changes in agriculture and subsequent effects on school outcomes. Studies of the Relationship between the growth of manufacturing and school outcomes show mixed results, with at least one study (Rosenfeld, Bergman, & Rubin, 1985) associating a net loss in manufacturing jobs with an increase in educational attainment (years in school). The evidence, however, is hardly conclusive. Studies of student achievement in mining-dependent counties in Appalachia show significant differences between Appalachian and non-Appalachian areas. Although more study is needed, data (Bagby et al., 1985; DeYoung, 1985) suggest that mining economies exert a negative influence on student achievement. It is suggested that more study is necessary to better understand the relationships between education and economic development. This digest includes 10 references. (TES)

ED 308 072 SE 050 653

Heitzmann, Wm. Ray
Opportunities in Marine and Maritime Careers.
REPORT NO.- ISBN-0-8442-6350-8
PUB DATE- 88
NOTE- 143p.
AVAILABLE FROM- VGM career Horizons, Division of National Textbook Company, 4255 W. Touhy Avenue, Lincolnwood, IL 60646 ($11.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Development; *Career Education; *Career Exploration; *Marine Education; Marine Technicians; *Maritime Education; Museums; *Science Careers; Scientific Personnel; Secondary Education; Secondary School Science

This book describes careers related to the sea. The following chapters are included: (1) "The World of Water"; (2) "Cruise Ship Careers"; (3) "Oceanography and the Marine Sciences"; (4) "Fishing"; (5) "Commerical Diving"; (6) "Maritime Transportation"; (7) "Shipbuilding"; (8) "Military Careers Afloat"; (9) "Miscellaneous Marine and Maritime Careers" (including pilot, women afloat, admiralty law, marine engine mechanic, bait and fishing shop owner or employee, museum careers, baitfish catcher, marine insurance careers, seafood processing and marketing, marine archaeology, and ship restoration); and (10) "Getting Your Feet Wet." In each chapter the requirements, typical careers, job outlook, and directory of information sources are described. Appendices provide a list of suggested readings and naval and maritime museums throughout the United States. (YP)

ED 308 089 SE 050 700

Iozzi, Louis A., Ed.; Shepard, Clint L., Ed.
Building Multicultural Webs through Environmental Education. Selected Papers from the Annual Conference of the North American Association for Environmental Education (17th, Orlando, Florida, October 14-19, 1988).
North American Association for Environmental Education, Troy, OH.
PUB DATE- May 89
NOTE- 309p.; For 1987 proceedings, see ED 301 417. Contains small print which may not reproduce well.
AVAILABLE FROM- North American Association for Environmental Education, P.O. Box 400, Troy, OH 45373 ($11.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Communications; *Curriculum Development; *Educational Technology; Elementary Secondary Education; *Environmental Education; Higher Education; Instructional Design; *International Cooperation; Networks; *Professional Associations; Science and Society; *Teacher Education; Teaching Methods; Technology
IDENTIFIERS- Environmental Education Research

The conference described in this document featured keynote addresses, two workshops, symposia, and contributed presentations. This document contains the extended abstracts of the conference presentations, and symposia. Topics of the papers and symposia of this conference cover the areas of: (1) the relationship between environmental education and science, technology, and society; (2) networking in environmental education; (3) environmental education in general education; and (4) international environmental education. Workshop topics include elementary and secondary curricula, and nonformal education. In instances where an extended abstract was not submitted, the short abstract from the conference program was included in order to provide a complete record of the

conference. An author list of 45 names is provided. (CW)

ED 306 151   SO 020 089

Foyle, Harvey C.; Lyman, Lawrence
Cooperative Learning: Research and Practice.
Pub Date— 31 Mar 89
Note— 19p.; Paper presented at the Rocky Mountain Regional Conference for the Social Studies (Phoenix, Arizona, March 31, 1989).
Language— English
EDRS Price - MF01/PC01 Plus Postage.
Pub Type— Guides - Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at ..." (150)
Descriptors— Abstracts, *Cooperative Learning, Group Activities, Higher Education, *Learning Activities, *Lesson Plans, Preservice Teacher Education, Teaching Methods
Identifiers— Jigsaw II, *Jigsaw Method

Jigsaw, a form of cooperative learning, was researched by Aronson (1978). Later, Slavin (1983) adapted Jigsaw to Student Team Learning and called it Jigsaw II. Jigsaw currently shows the least achievement gains among the various cooperative methodologies. Nonetheless, it is a viable methodology and is useful for covering and reviewing material. This document provides a way of implementing a jigsaw-type lesson about cooperative learning. Student instructions, questions for each group to answer, and 15 abstracts selected from the ERIC database under the descriptor of "Cooperative Learning" are included. The abstracts are to be used by student groups as evidence or research findings from which they make their decisions. A five item bibliography is included. (GEA)

ED 308 161 SP 031 252

Bennett, Christine; And Others
Preservice Multicultural Teacher Education: Predictors of Student
Readiness.
PUB DATE - 20 Mar 89
NOTE - 49p.; Paper presented at the Annual Meeting of the American
Educational Research Association (San Francisco, CA, March 27-31,
1989).
LANGUAGE - English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches/Conference Papers (150) -- "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS - Attitude Change; Cognitive Development; Cognitive
Structures; Cultural Differences; Ethnicity; Higher Education;
Multicultural Education; Preservice Teacher Education; Social
Bias; Student Attitudes; Teacher Education Curriculum

This paper reports the latest in a series of studies on the impact of a multicultural education course for preservice teachers. The course is based on a conceptual model of multicultural teacher education that includes four interactive goals: (1) to develop multiple historical perspectives and cultural consciousness, (2) to develop intercultural competence, (3) to combat racism, prejudice, and discrimination; and (4) to develop multicultural teaching skills. Previous research on the course had established that overall, the course had a positive impact on students' knowledge, attitudes and behaviors, but it also revealed that students enrolled in the course differed dramatically in their readiness and receptivity for multicultural education. While many students appeared to feel positive and receptive to the course content and experiences, others seemed to be highly resistant. Since cognitive structures can affect ways students receive and process course information aimed at building multicultural knowledge and understanding, a measure of cognitive development was added to the study, and possible relationships between preservice teachers' cognitive development level and the impact of the course were explored. Twenty-six references and 10 tables are attached. (JD)

ED [illegible] SP 031 [illegible]

Guthrie, James
Regional Educational Laboratories: History and Prospect. Laboratory Study Paper.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE [illegible]
NOTE [illegible]; For other documents related to the Regional Educational Laboratory Recompetition of 1990, see SP 031 [illegible].
LANGUAGE English
EDRS PRICE MF01/PC02 Plus Postage.
PUB TYPE Reports - Descriptive (Program/Project Descriptions) (141) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
DESCRIPTORS Elementary Secondary Education; Educational Policy; Educational Research; Financial Support; Governance; Government Role; Policy Formation; Politics of Education; Regional Laboratories; Research and Development Centers
IDENTIFIERS Regional Educational Laboratories

Regional Educational Laboratories were created in the early 1960s as a federally funded link between research and development efforts in education and school districts. The labs were conceived to be sensitive to the practical needs of administrators and teachers for educational innovations that could be implemented locally. However, over a quarter of a century, the labs have been transformed by economic and political dynamics from a focused national network of federally supported, professionally guided knowledge diffusion institutions into nine, often entrepreneurially oriented "job shops," sometimes only remotely related to local school districts, their agendas substantially influenced by federal officials and disparate clients they could gain from marketing activities, and subsisting financially from competitively conducted contract to contract. This paper describes the evolution of the Regional Educational Laboratories, paying critical attention to the governmental, planning and political forces accompanying their formation. The analysis proceeds to describing the major changes in policy and operation that subsequently have shaped the laboratory system. Several core underlying features of the laboratories are described, and conditions that have consistently curtailed their effectiveness are analyzed. The paper summarizes

present laboratory problems and poses alternative strategies for overcoming them in the future. (JD)

ED 307 904 IR 052 796

Texas Library Systems Act and Rules for Administering the Library Systems Act.

Texas State Library, Austin. Dept. of Library Development.
PUB DATE- Dec 88
NOTE- 29p.; For 1987 edition, see ED 293 566.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accreditation (Institutions); Criteria; *Library Networks; *Library Standards; Public Libraries; State Aid; *State Legislation; State Libraries; State Programs
IDENTIFIERS- Membership Requirements; *State Regulation; *Texas

This guide to the administration of the Library Systems Act for the State of Texas begins by presenting the text of the Library Systems Act. The relevant regulations from the Texas Administrative Code are then provided, covering such topics as standards for accreditation of a major resource system of libraries, minimum standards for accreditation of a public library, grants, and system advisory councils. Finally, the criteria for membership in the Texas Library System and requirements for certification as a county librarian are summarized. (CGD)

ED 307 931 JC 890 291

Delahunty, Kenneth
Whole Teaching: Performative Acts in Good Faith.
Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- May 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; *Cognitive Development; Communication Research; Community Colleges; Educational Theories; Learning Processes; *Speech Acts; *Teacher Student Relationship; Teaching Methods; *Teaching Styles; Two Year Colleges

This paper discusses ways in which the innate act of "telling" can be used in teaching to strengthen the bond between teacher and student and enrich the process of learning. The paper offers an intuitive rationale for using "telling" as a teaching mode in the community college classroom and provides a formal explanation of "telling" based on the work of theorists in the fields of cognitive science and speech-act theory. Among these theorists are the Russian meta-linguist, M. M. Bakhtin; Jurgen Habermas, the founder of "universal pragmatics"; and Dan Sperber, who developed the general "relevance" theory of communication which suggests that, for communication to occur, the speaker must "make manifest" his/her intention to effect "a change in the listener's cognitive environment" and that this show of intention ("ostension") is a precondition for meaningful exchange. After discussing the relationship between "ostension" and "telling," the paper provides examples of performative teaching that took place in classrooms at Northampton Community College (Pennsylvania) between 1986 and 1988. Dialogues between students and teachers in speech/theater, economics, English literature, composition, and social science classrooms are used to illustrate acts of disclosure, active listening, restatement, and teaching within the context of interrogating learners. Concluding comments indicate that all acts of "telling" share the intention of reaching understanding and that from this common ground they diverge according to the demands of course content and mutual cognitive environments. (JMC)

Dawley, Emma
The New Face of Childcare: Libraries, Teen Parents, Homeless Families. A Report from the California Children's Council.
California Children's Council, Northridge.
PUB DATE- Mar 88
NOTE- 19p.; For other reports in this series, see PS 017 409-412.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Continuing Education; *Day Care; Early Childhood Education; *Early Parenthood; *Homeless People; Latchkey Children; *Program Development; *Public Libraries
IDENTIFIERS- *California; Infant Care

Child care problems associated with latchkey children, teenage mothers continuing their education, and homeless families are discussed, and possible solutions are considered. The public library has been identified by many parents as a safe place for children to go after school and at other times when childcare is needed, and this has created a new and unprecedented set of problems. In the first part of this report, characteristics of these "library latchkey children" and responses of libraries in suburban and urban areas are discussed. It is argued that restrictive, discriminatory library policies are short-term solutions that benefit no one. The long-term solution is adequate, affordable, and available child care for school-age children. In the next section, the incidence of child care needs of teenage parents and the scarcity of infant care services are discussed. It is argued that one answer to the dilemma is the Schoolage Parenting and Infant Development Program (SAPID), a program funded through the California State Department of Education for teen parents continuing their high school education. Few school districts in California have SAPID programs or child support services for high school teen parents, however, and legislation expanding the SAPID program is recommended. In the final section, a discussion of homeless families and responses to their problems, it is argued that child care services supported with city and county revenue should be an integral part of the response. The Children's Roundtable Project of the California Children's Council is described and roundtable participants are listed. (RH)

ED 307 988   PS 018 041

Olsho, Lynne Werner; Gillenwater, Jay M.
Newborn's Motor Response to Pure-Tone Stimulation.
PUB DATE- Apr 88
NOTE- 14p.; Paper presented at the International Conference for Infant Studies (Washington, DC, April 20-24, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Auditory Stimuli; *Motion; *Neonates; Perceptual Development; Test Construction

The effects of pure tone stimulation on ongoing motor activity of infants 1 to 4 days of age were studied using a passive, contactless monitoring device. Stimuli were pure tone bursts of 0.5, 1, and 4 kHz presented free field at an approximate level of 70 dB A. Signal trials consisted of 500 ms tone bursts, with rise/fall time equal to 10 ms, and with 500 ms silent intervals between bursts in a 10 s pulse train. No-signal trials were also 10 s in duration, but no tone burst occurred. Probability of a no-signal trial equaled 0.25. Trials started when the baby was active at a criterion level for at least 10 s. Activity was measured as the variance of the instantaneous output of the monitoring device. The probability of increase or maintenance of pre-trial activity was significantly higher on signal trials than on no-signal trials, especially for 0.5 and 4 kHz tone bursts. This effect may reflect a temporary sound-induced change in the infant's cyclic motility, and could afford a means for testing hearing in newborns. (Author)

ED 308 146   SP 031 209

[illegible], [illegible]; And Others
Classroom Observation Unit. Activities to Structure a Field Study
  Course.
Pub Date - May 89
Note - [illegible]
Language - English
EDRS Price - MF01/PC02 Plus Postage.
Pub Type - Guides-Methods/Techniques (For Practitioners/general) - Classroom
  Use - Instructional Materials (For Learners) (051)
Descriptors - Ability Grouping; *Class Activities; *Classroom
  Observation Techniques; *Classroom Techniques; Elementary Secondary
  Education; *Field Experience Programs; Grading; Higher Education;
  Preservice Teacher Education; *Questioning Techniques

This classroom observation unit includes a set of activities that are sequenced to create a one-semester field study course. The activities are organized into the following five modules: (1) observing teachers' classroom management strategies; (2) observing teachers' questioning strategies; (3) observing classroom activities routines; (4) observing teachers' grouping strategies; and (5) observing classroom grading practices. The unit was originally used to focus a field study experience that accompanied an undergraduate professional education course entitled, "Theories of Learning and Teaching." It could also be used to structure the

field experience associated with a course on instructional methods. (JD)

ED 307 822 HE 021 991

Major, Debra A.; And Others
The Socialization and Assimilation of College Graduates: How New Hires Learn the Ropes. Final Report.
Michigan State Univ., East Lansing.
PUB DATE- Oct 88
NOTE- 38p.
AVAILABLE FROM- Collegiate Employment Research Institute, Career Planning and Placement Services Michigan State University, East Lansing, MI 48824-1113 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Career Development; *Career Planning; *College Graduates; *Employees; Higher Education; Job Performance; Longitudinal Studies; *Socialization
IDENTIFIERS- Transitional Activities

The final report of the Early Careers Study at Michigan State Univesity (MSU) at East Lansing is presented. This longitudinal study investigated the organizational socialization and assimilation processes experienced by 334 engineering and management graduates from both a traditional university (MSU) and a cooperative college with close ties to General Motors Corporation at the beginning of their working careers. The report presents comparative analyses of factors that differentially affect how newcomers "learn the ropes." Data were gathered and analyzed on the topics of: changes that socialization brings across time; sources and content domains that newcomers sample to learn more about organizational life; the people in the organizational setting who initiate learning; how socialization affects the knowledge level of newcomers; and the outcomes of the socialization process. Differences in the pattern of socialization were compared for new hires from the two different types of institution, for managers versus engineers, for mentored versus nonmentored newcomers, and for men versus women. Results include the following: there was a clear advantage for graduates with cooperative internship experiences; management graduates employed broader information seeking strategies while engineering graduates were more focused on their immediate tasks; women used more self-reliant learning strategies than expected; and mentoring did not seem to have profound effects on newcomer learning. An appendix lists socialization information acquisition items clustered by content domain. Tables are included. Contains 9 references. (SM)

ED 307 835 HE 022 193

A Self-Instructional Course in Student Financial Aid Administration. Module 13: Verification. Second Edition.

Office of Student Financial Assistance (ED), Washington, DC.; Washington Consulting Group, Inc., Washington, DC.

PUB DATE- 20 Aug 88
NOTE- 67p.; For related documents, see HE 022 181-198.
LANGUAGE- English
EDRS Price MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Responsibility; Administrator Role; *Audits (Verification); Educational Finance; *Eligibility; *Federal Aid; Federal Government; Federal Programs; *Financial Aid Applicants; Higher Education; Program Administration; Programed Instructional Materials; Quality Control; Recordkeeping; *Student Financial Aid; *Student Financial Aid Officers
IDENTIFIERS- Department of Education; Higher Education Act Title IV

Module 13 of the 17-module self-instructional course on student financial aid administration (designed for novice financial aid administrators and other institutional personnel) focuses on the verification procedure for checking the accuracy of applicant data used in making financial aid awards. The full course provides an introduction to the management of federal financial aid programs authorized by the Higher Education Act Title IV. The 13th module teaches the user how to describe the scope of verification for Title IV programs, state the ways in which applicants are selected for verification, list items for which verification is required or optional, and list the documentation which is acceptable proof of the accuracy of an item. Information is offered on the following subjects: overview of verification, selection for verification, which student aid applicants must actually be verified, items to be verified, acceptable documentation, common discrepancies in information, updating requirements, reprocessing requirements and tolerance levels, requirements for payment of funds and certification of a Stafford Loan application, failure to provide documentation, and verification policies and procedures. A pre-test, post-test, glossary, and acronyms are included. An appendix provides verification worksheets. Contains three references. (SM)

ED 307 918 JC 890 277

de los Santos, Alfredo G., Jr.
Changes in Credit Hour Distribution.
Maricopa County Community Coll. District, Phoenix, Ariz.
PUB DATE- 23 Jan 89
NOTE- 18p.; Prepared for distribution at a meeting of the Presidents Council of the Maricopa County Community College District (Phoenix, AZ, January 25, 1989).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Census Figures; *College Credits; Community Colleges; Enrollment Projections; *Enrollment Trends; Financial Support; *Full Time Students; *Part Time Students; Trend Analysis; Two Year Colleges
IDENTIFIERS- *Maricopa Community College District AZ

Over the past 20 years, the Maricopa County Community College District (MCCCD) has undergone a substantial shift in the number of credit hours for which its students enroll. In 1969, the percentage of students who enrolled for three credit hours or less was 20%, and they generated 6% of the full-time student equivalent (FTSE) enrollment. At that time, students who enrolled for 12 credit hours or more represented almost 40% of the headcount and more than 65% of the FTSE. By the fall of 1987, 47% of MCCCD's students enrolled for three credit hours or less, and they generated almost 20% of the FTSE. Only 18.5% of the students took 12 credit hours or more, generating less than 42% of the FTSE. Nationwide, approximately 70% of community college students enrolled in 1970 attended full time, while in 1987, 33% were full-time students. The main implications of the growing percentage of students attending part-time are the effect on funding, within the framework of a formula that assumes students attend full time, and the length of time needed by a part-time student to obtain an associate degree. Given demographic trends and MCCCD's efforts to accommodate adult students, it is likely that this trend toward part-time enrollments will continue. Tables showing credit hour distributions are appended. (JMC)

ED 307 972 PS 017 979

School-Age Child Care: A Continuing Series of Technical Assistance Papers. Technical Assistance Papers No 1-12, May 1986-May 1988.
New York State Council on Children and Families, New York.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.

PUB DATE- May 88
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Board Candidates; Budgeting; Definitions; Elementary Education; Elementary School Students; Employers; Guidelines; Individual Development; Money Management; Needs Assessment; Nonprofit Organizations; *Program Development; *School Age Day Care; Taxes; Technical Assistance
IDENTIFIERS- Bylaws; *New York; State Regulation; Tax Exemptions

These 12 technical assistance papers offer practical suggestions on ways to develop high quality school-age child care programs (SACCP), particularly in New York. The papers: (1) introduce the topic of school-age child care and describe ways in which such care can meet the needs of families in New York; (2) provide guidelines for development of SACCPs; (3) outline several approaches for conducting a needs assessment to obtain an accurate determination of the need for a SACCP in a particular community; (4) discuss legal issues of incorporation and profit or not-for-profit status; (5) outline the process of incorporation and provide guidelines for the incorporation of a SACCP in New York; (6) present procedures and criteria for obtaining tax-exempt status; (7) summarize New York and federal requirements for employers and suggest resources for additional information; (8) outline content areas that should be addressed in bylaws for a SACCP; (9) describe legal responsibilities of a board of directors and provide guidelines for selection and maintenance of an effective board; (10) offer suggestions for program activities and techniques for work with groups and individual children; (11) provide guidelines for development of a budget; and (12) describe procedures and principles for management of program funds. (RH)

ED 308 003 PS 018 076

Black, Betty
Negotiation in Social Pretend Play: Strategy Use as a Function of
  Social Status.
PUB DATE- 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication Skills; *Interpersonal Competence; Peer
  Relationship; Popularity; *Preschool Children; Preschool Education;
  *Pretend Play; Sex Differences; Videotape Recordings

IDENTIFIERS- *Negotiation Processes; *Sociometric Status

The purpose of this study was to investigate the relation between social status and negotiation strategies in preschool boys and girls. With the use of peer nominations, 84 preschool children were classified as liked, disliked, or low-impact. Children were videotaped in free play interactions in which one child entered the play of a pair of same-sex peers. Liked children were more likely to agree to and extend the ideas of peers, seek clarification of peers' suggestions, and explain ongoing play to newcomers. Disliked children were more likely to reject the ideas of playmates, attempt to impose their own ideas on the group, and use a fairly high proportion of their conversation to describe their own activities. Results indicated that skills contributing to the establishment and maintenance of coherent discourse, and cohesive versus dispersive social interaction, may be related to social status among peers. However, the strategies used may also reflect the fact that boys of all status groups may seek a more overtly dominant role in social interaction than do girls. (Author/RH)

ED 308 117   SO 019 982

Hoepli, Nancy L., Ed.
Great Decisions 1989. Foreign Policy Issues Facing the Nation.

Foreign Policy Association, New York, N.Y.
REPORT NO.— ISBN-0-87124-126-6
PUB DATE— Jan 89
NOTE— 97p.; Photographs may not reproduce clearly.
AVAILABLE FROM— Foreign Policy Association, 729 Seventh Avenue, New York, NY 10019 ($6.50).
LANGUAGE— English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE— Information Analyses/State-of-the-Art Materials (070) -- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS— Agriculture; Citizen Participation; Community Involvement; Disarmament; Ethics; Food; Foreign Countries; *Foreign Policy; *Participative Decision Making; *Political Issues; *Public Affairs Education; *Public Opinion; Questionnaires; Surveys; *World Affairs
IDENTIFIERS— Africa; China; Drug Trafficking; *Great Decisions Program; Latin America; Persian Gulf

This briefing book provides the only material needed to participate in the 1989 Great Decisions national, non-partisan program of volunteer-run discussions on U.S. foreign policy issues for classrooms and community groups. Everyone who participates in the program is invited to fill out the opinion ballots provided in the back of the book; the ballots are then tabulated and presented to various members of the U.S. Government and the national media. The topics for 1989 are: (1) "Ethics in International Relations: Power and Morality"; (2) "The Persian Gulf: Reassessing the U.S. Role"; (3) Latin American Debt: Living on Borrowed Time?"; (4) "Arms Agreements: Too Little Too Late, or Too Much Too Soon?"; (5) "China: Redefining the Revolution"; (6) "Farmers, Food and the Global Supermarket"; (7) "Horn of Africa: Empty Cornucopia?"; (8) "International Drug Traffic: An Unwinnable War?". Each topic area is discussed in considerable detail, with discussion questions and suggested readings at the end of each section. An index to Great Decisions topics (1980-1988), a profile of opinion ballot participants, and the 1988 ballot highlights are included, as are numerous black and white photographs and other graphics. (PPB)

ED 308 132   SO 020 103

Morales, Edmundo, Ed.

Drugs in Latin America. Studies in Third World Societies, Publication Number Thirty-seven.
College of William and Mary, Williamsburg, VA. Dept. of Anthropology.
Pub Date— Sep 86
Note— [illegible]p.
Language— English
EDRS Price - MF01/PC13 Plus Postage.
Pub Type— Books (010) -- Information Analyses/State-of-the-Art Materials (070)
Descriptors— American Indian Culture; Developing Nations; Drinking; *Drug Abuse; Drug Addiction; *Economic Factors; Economic Opportunities; Foreign Countries; *Illegal Drug Use; World Problems
Identifiers— Bolivia; Cocaine; Coca Paste (Drug); Crack; Drugs; Drug Trafficking; *Latin America; Mexico; Peru; South America

The eight papers presented in this document discuss the link between substance and human life in Latin America and help readers uncover some of the myths surrounding drugs, especially cocaine. Contributions range from extensive research to field work and observation. Enrique Mayer demonstrates that the coca leaf is a vital Andean cultural element whose use and economic role will not be easily replaced or substituted. [illegible] Lintner traces the historical roots of the cocaine problem, arguing that the current crisis is part of a periodic cycle that has seen cocaine change from recreational use to an economic commodity. Ray Henkel describes and analyzes the development of the coca industry and the impact it has had on Bolivia. Harry Sanabria presents research on out-migration from a high altitude peasant community in Bolivia and social differentiation based on coca agriculture. [illegible] explores the historical functions that alcohol consumption has had in peasant and Indian communities in Chiapas, Mexico, and provides an ethnographic account of the drinking patterns in Tenejapa, Chiapas. Raul Jeri's work on coca paste and Peruvian cocaine addiction shows that patients who present neuro-psychological disorders prior to cocaine exposure develop faster physical and psychological dependence. Rosa del Olmo examines the plight of women trapped in the highly rewarding underground economy. Edmundo Morales' paper on coca paste and crack explores the overall pervasive use of cocaine, its mechanisms, and the dynamics of manufacturing and marketing. References lists follow each paper. (DB)

ED 308 170 SP 031 283

Baird, John R.
Intellectual and Methodological Imperatives for Individual Teacher Development.
PUB DATE Mar 89
NOTE 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE Speeches/Conference Papers, "Papers Presented at..." (150) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
DESCRIPTORS Action Research; Change Agents; Cognitive Development; Epistemology; Higher Education; Intellectual Development; *Learning Experience; Metacognition; Phenomenology; Teacher Education

This paper pursues three themes for understanding the nature of teaching and learning: (1) the mechanisms involved in teaching and learning as they occur in their normal context; (2) the procedures and effects of a change whereby teachers and students assume greater personal awareness; and (3) the processes for facilitating change. Discussion centers around certain assumptions: (1) episodes of teaching and learning are each a singular process of development of personal intellectual competence and performance; (2) the mechanisms of interaction of the different components of intellectual competence and performance must be understood; (3) the notion of constructivism holds for all components of intellectual competence, and enhances understanding of the nature of intellectual performance; (4) personal metacognition is a principal goal of education and a focus for fostering intellectual development; (5) because of the complex and personal nature of change through intellectual development, progress requires that the teacher and learner participate actively in research; (6) this research should be based on reflection, and should be directed to constructing a pluralistic, naturalistic epistemology; and (7) collaborative research fosters intellectual development through reflection on practice. (JD)

ED 307 809 FL 017 998

Saiko, Evelyne, Ed.; Sotiriadis, Caterina, Ed.
Pour Nos Petits Manitobains (For Our Little Manitobans): Exposure Package for Grade 3. Conversational French Program.
Manitoba Dept. of Education, Winnipeg. Bureau of French Education.

REPORT NO.- ISBN-0-7711-0755-2
PUB DATE- 88
NOTE- 587p.
AVAILABLE FROM- To obtain the taped versions of the "comptines," "chansons," and "contes," send three 90-minute tapes per grade level to DREF, 200 avenue de la Cathedrale, Winnipeg, Manitoba R3G 0T3, Canada.
LANGUAGE- French; English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Techniques; *Course Objectives; Cultural Awareness; *FLES; Foreign Countries; *French; Grade 3; Language Attitudes; Lesson Plans; Primary Education; Program Design; Second Language Instruction
IDENTIFIERS- *Foreign Language Experience Programs; Manitoba

This primary "exposure package" is intended for the use of grade 3 teachers of English-speaking children who received French-as-a-Second-Language instruction in a non-immersion context. The aims of this French program are to: (1) expose the child to the French language, (2) foster a positive attitude toward French, and (3) develop awareness of French culture. The focus is on making the learning experience a happy one for the child. Each month of the year is an instructional unit in itself and contains activities appropriate for that month. Preliminary preparation for teaching the courses is discussed, and strategies for teaching a song, a comptine (a nursery rhyme or verse), and a game are described. Sample lesson plans for grade 3 are drawn, and each month's theme is presented with class activities, visual aids, and relevant vocabulary. (DJD)

ED 307 849 IR 013 814

Evaluation of Teaching/Learning at a Distance. Report of the Annual Conference on Teaching at a Distance. (3rd, Madison, Wisconsin, August 3-6, 1987). Volume I: Keynote Addresses.

Wisconsin Univ., Madison. Dept of Continuing and Vocational Education.

PUB DATE- Aug 87

NOTE- 60p.; For Volume II, see IR 013 815; for reports on the 1985-88 conferences, see IR 013 812-816.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Business; Continuing Education; *Distance Education; Educational Television; *Evaluation Criteria; Formative Evaluation; Instructional Effectiveness; *Program Evaluation; *Technological Advancement; *Telecommunications; Training

The first of two volumes, this report provides a brief description of a 1987 conference on distance education together with the papers presented by three of the four keynote speakers; presentation notes are included for the fourth presentation. It is noted that, in addition to these papers, the conference included 41 informational sessions and application workshops. The keynote papers are: (1) "Corporate View of the Evaluation of Distance Learning," in which Lana H. Wirtz uses the experiences of the Aetna Life and Casualty Company in her examination of issues involved in the evaluation of distance education from a business-oriented perspective; (2) "Examining Future Telecommunications Technologies," in which Larry Dickerson considers how present and future technologies can be used in distance education; (3) "Critical Questions in the Evaluation of Distance Education," in which Peter J. Dirr considers various issues and approaches that might frame the research used to evaluate distance education programs, including an appendix listing the guidelines used by the Annenberg/Corporation for Public Broadcasting Project for the formative evaluation of materials development projects; and (4) "Evaluation of Broadcasting in Education" (presentation notes only), in which A. W. (Tony) Bates examines the design implications of using television as the distance education medium. Forms are included to order either audiotapes of all four presentations and/or a videotape of the last presentation. (EW)

ED 307 862 IR 052 734

Laffey, Janet; Carlson, Sheila

Literacy as a Treatment Modality for Young Chronic Mentally Ill Adults. "Independence through Literacy." Narrative Report.

PUB DATE- Nov 88
NOTE- 22p.; Paper presented at the National Conference of the Literacy Volunteers of America (Albuquerque, NM, November 10-12, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; *Adult Basic Education; Budgets; Library Role; *Literacy Education; *Mental Disorders; Psychological Testing; Public Libraries; Rehabilitation; Training; *Tutoring; *Volunteers; Workshops; *Young Adults
IDENTIFIERS- Literacy Volunteers of America Inc

This report reviews the accomplishments of a literacy tutoring program--"Independence Through Literacy"--which was funded in its first year by a grant from the U.S. Department of Education, Title VI Library Literacy. This program had as its objective to demonstrate that literacy should be included among the basic skills that are fundamental to the rehabilitation of the young chronic mentally ill adult. The following program components/issues are discussed: (1) volunteer recruitment; (2) tutor training and matches of tutors and students; (3) administration, structure, advisory committee, and Literacy Volunteers of America affiliation; (4) budget of federal funds spent (budget breakdown); (5) pre- and post-testing of clients/students (e.g., the Rosenberg Measure of Self-Esteem and the New Jersey Standard Level of Functioning Scale) and clinicians' comments on student progress; (6) library component (introduction of students to the public library by their tutors); and (7) a workshop held in 1988 for mental health professionals and institutional librarians. A concluding statement summarizes and reflects on the findings of the program, which is described as successful by those who were involved at its various levels. (CGD)

ED 307 876 IR 052 763

Varner, Carroll

Controversies, Collections, and the Academic Library's Educational Role.

PUB DATE- 12 May 88
NOTE- 7p.; Paper presented at the Association of College and Research Libraries (ACRL) Session of the Annual Meeting of the Illinois Library Association (Chicago, IL, May 12, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Censorship; *Educational Philosophy; Higher Education; *Intellectual Freedom; *Library Collection Development; *Library Role; Moral Issues; Racial Bias

This examination of the issue of intellectual freedom in academic libraries provides examples of recent controversies, and argues that the library's response to such controversies provides an opportunity to emphasize its educational role. It is noted that academic libraries are full of controversial materials, and that this is necessary if the library is to be able to make information available that presents more than one point of view on issues. On controversial issues in society, it is argued, access to information on both sides of an issue should be the rule and not the exception. Balance should be the guiding principle in library collection development, and it is suggested that representing both sides of controversial issues in a collection is a powerful rationale for the library's educational role on campus. It is concluded that the library should not be a reactionary presence when controversy arises, but a proactive and educating part of the education community. (EW)

ED 308 073　　　　　　　　　　SE 050 656

Griffiths, Alan Keith
An Investigation of the Hierarchical and Developmental Structure of
  Selected Science Concepts.
SPONS. AGENCY- Social Sciences and Humanities Research Council of
  Canada, Ottawa (Ontario).
PUB DATE- Apr 87
NOTE- 102p.; Drawings or figures with small print may not reproduce
  well.
GRANT- 410-80-0400
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biology; Chemistry; *Cognitive Development; Conservation
  (Concept); Foreign Countries; Geology; High Schools; Physics;
  Piagetian Theory; Science Curriculum; Science Education;
  *Scientific Concepts; *Secondary School Science; *Vertical
  Organization
IDENTIFIERS- Canada

This report describes the results of an attempt to identify a learning hierarchy for each of a number of science concepts mainly encountered first in the high school grades. The concepts studied relate to stoichiometric calculations and molarity, both from chemistry; to food web relationships and problems involving Mendel's laws from biology; to problems involving conservation of mechanical energy from physics, and to rock classification problems from geology. A hierarchy validated in terms of its inclusion and transfer characteristics is reported in each case except the last. Further, each hierarchy was examined for the relationship between learner developmental level and acquisition of its component skills. The conformation of the data was not suitable for such examination for two of the hierarchies, namely the conservation of mechanical energy hierarchy and the Mendel's laws hierarchy. For each of the other three hierarchies it was found that formal thought was not necessary to the acquisition of skills which, from a developmental perspective, would have been predicted to be dependent upon it. For each hierarchy data were collected from between 150 and 200 subjects. (Author)

ED 308 090 SE 050 701

Energy Facts 1988.
Energy Information Administration (DOE), Washington, DC.
REPORT NO.- DOE/EIA-0469(88)
PUB DATE- 16 Jun 89
NOTE- 59p.; Colored charts and drawings may not reproduce well.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing
  Office, Washington, DC 20402 ($2.75).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - General (130) Reference Materials -
  Vocabularies/Classifications (134)
DESCRIPTORS- Coal; *Consumer Education; *Energy; *Energy Education;
  *Fuels; Heating; Mathematical Applications; *Natural Resources;
  Nuclear Energy; Petroleum Industry; Power Technology; *Sciences;
  Scientific Literacy; Utilities; World Problems
IDENTIFIERS- Fossil Fuels; *Oil

This booklet is a compilation of energy data providing a reference to a much broader range of domestic and international energy data. It is designed especially as a quick reference to major facts about energy. The data includes information for 1976 through 1988, except for international energy data, which is for 1977 through 1987. Graphs, charts, and illustrations portray trends, shares and locations of various energy sources and uses. The energy data have been selected from several Energy Information Administration publications. It is noted that although demand for all major categories of petroleum products increased in 1988 over the 1987 level, domestic crude oil production was down for the third consecutive year. Weak oil prices and low drilling activity were the two factors most responsible for the decline in production. All other major forms of energy, except hydroelectricity, increased production while a favorable economy and adverse weather conditions boosted United States energy consumption to a new high. Provides a glossary of energy terms, an energy conversion chart, and a listing of federal agencies for energy information assistance. (MVL)

ED 308 105   SO 019 929

[illegible], William, Ed.
Social Studies Grade 7: American History, Historical Development of the United States. Course of Study and Related Learning Activities.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
PUB DATE— 63
NOTE— 274p.
AVAILABLE FROM— New York City Board of Education, Division of Curriculum and Instruction, Room 613, 131 Livingston Street, Brooklyn, NY 11201 ($4.00).
LANGUAGE— English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE— Guides-Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS— Anthropology; Basic Skills; Course Content; *Curriculum Development; Curriculum Guides; *Discovery Learning; Economics Education; Elementary Secondary Education; Geography Instruction; Grade 7; History Instruction; *Inquiry; Locational Skills (Social Studies); Map Skills; *Multimedia Instruction; Political Science; *Social Studies; Sociology; Teaching Guides

The New York City social studies curriculum revision program emphasizes the teaching of basic concepts rather than the accumulation of data, providing students with necessary values and skills to cope with today's social problems. To accomplish this, the curriculum uses techniques of inquiry and discovery that aim at conceptualization and that emphasize multimedia materials rather than the traditional textbook. Two of these basic concepts are the viewing of history as a continuous process, where events have multiple causes and effects, and the realization of the significance of geographic factors in the life of a nation. A sequential list of 14 themes in social studies that are to be presented from pre-kindergarten to grade 12 and a chart of 138 skills to be developed over the same time period are given. The five themes to be explored in grade 7 are: (1) why people moved to the New World; (2) how permanent settlements were formed in the New World; (3) how the 13 colonies became one nation; (4) how the United States grew in a changing political climate; and (5) how U.S. democracy changed in response to the needs of the 20th century. An in-depth discussion of the historical concepts and backgrounds, study questions, classroom activities, readings, and a multimedia bibliography are given for each theme. The appendices include a discussion of the "Sources of Our Liberties" and "Freedom Train" document collections. (PPB)

ED 308 147 SP 031 219

Brookhart, Susan M.; Loadman, William E.
School-University Collaboration: Why It's Multicultural Education.
Pub Date— 27 Mar 89
Note— 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Language— English
EDRS Price - MF01/PC01 Plus Postage.
Pub Type— Speeches/Conference Papers, "Papers Presented at...." (150) — Reports - Descriptive (Program/Project Descriptions) (141)
Descriptors— *College School Cooperation, Elementary Secondary Education, Higher Education, Human Relations, Institutional Characteristics, *Organizational Climate, Perspective Taking, *Professional Recognition, Reward Systems, *Sociocultural Patterns, *Teacher Attitudes, Theory Practice Relationship, Work Environment

Collaboration between university and public school educators is a strategy which has recently gained support as a part of the teacher education process and as a viable area in which to conduct research. This paper defines the concept of the culture of educational settings and asserts that school-university collaboration occurs in the intersection of two cultures. The sense a person makes out of life and work at a university differs in four dimensions from the sense a person makes out of life and work in a public school: (1) work tempo and the nature of professional time; (2) professional focus, from theoretical to practical; (3) career reward structures; and (4) sense of personal power and efficacy, or the connection one perceives between one's educational efforts and intended outcomes. Descriptions and evaluations of various collaborative projects are reviewed, along with related literature. Evidence is cited to support the findings that educators who have participated in collaboration gain insights into the nature of their own and fellow educators' orientations with respect to the cited dimensions. (Author/JD)

ED 308 162 SP 031 253

AUTHOR Buck, Elizabeth C.
TITLE Comparison of Student Attainment of Teaching Competencies in Traditional Preservice and Fifth-Year Master of Arts in Teaching Programs.
PUB DATE Mar 89
NOTE 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE English
EDRS PRICE MF01/PC01 Plus Postage.
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)
DESCRIPTORS *Academic Achievement; Beginning Teachers; Comparative Analysis; Cooperating Teachers; Higher Education; Masters Degrees; *Program Evaluation; *Teacher Education Programs; Teacher Effectiveness; Undergraduate Study
IDENTIFIERS *Extended Degree Programs

This study evaluated and compared two models of teacher education, a traditional certificate-only and a fifth-year Master of Arts in Teaching program, to determine their effectiveness in producing desirable outcomes in preservice teacher candidates. The salient characteristics of each of the programs are described. Most of the subjects of the study were involved in coursework and practice during the year prior to the collection of data, although a few of the certificate-only students extended their teacher preparation over a slightly longer period. Data was collected when each of the subjects had completed their student teaching and were evaluated by their public school supervising teachers on their attainment of a specific list of 33 competencies. All the students and their supervising teachers were asked to evaluate the teacher education program on the extent to which it successfully accomplished the goal of providing the knowledge and skills required to be a competent beginning teacher. The data is discussed in detail, accompanied by tables. The results of the data analysis indicated that in general, both programs provided the majority of the preservice teaching candidates with satisfactory knowledge of effective teaching practices and ability to implement these practices in the classroom. A comparison between the two programs indicated some differences in their impact. These differences are discussed and analyzed. (JD)

ED [illegible] EA [illegible]

Hornbeck, David
Working Paper on the Program of Regional Educational Laboratories: The Perspectives of a Chief State School Officer. Laboratory Policy Paper.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE [illegible]
NOTE [illegible]; For other documents related to the Regional Educational Laboratory Recompetition of 1990, see EA [illegible].
LANGUAGE English
EDRS PRICE MF01/PC02 Plus Postage.
PUB TYPE Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS *Administrator Responsibility; Education Work Relationship; Elementary Secondary Education; Government Role; *Linking Agents; *Outcomes of Education; *Regional Laboratories; Research and Development; State Action; *State Departments of Education; *Technology Transfer
IDENTIFIERS *Regional Educational Laboratories

As a background for recommendations made in this paper on the program of regional educational laboratories, three contextual facts are highlighted. The first is the increasingly prominent role and responsibility of the individual states in the definition and delivery of elementary/secondary education. The second is that, while historically public education has been governed, planned for, administered, and funded based on input criteria, there is a major change across the nation toward output criteria becoming increasingly important. Implicit in this concept is performance accountability which must be defined in outcome terms. The third fact is the changing workforce requirements of the economy. The declining number of young people encompasses an increasing proportion of minority and poor youth, and schools fail to educate well a disproportionate number of these students. The nature of the economy requires a much broader array of new workers who have higher order skills. Recommendations are based on a need for universal high school graduation for all students, including those who are "at risk." A concerted national effort is called for which will utilize the research and dissemination potential of the regional laboratories, the resources of the private sector

corporate expertise, and the political sophistication of chief state education officers. (LB)

ED 307 891 IR 052 780

Parker, Thomas A.
Study on Integrated Pest Management for Libraries and Archives.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-88/WS/20
PUB DATE- Oct 88
NOTE- 128p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Archives; Cost Effectiveness; Equipment; *Libraries; *Management Systems; *Pesticides; *Pests; *Planning
IDENTIFIERS- Integrated Pest Management

This study addresses the problems caused by the major insect and rodent pests and molds and mildews in libraries and archives; the damage they do to collections; and techniques for their prevention and control. Guidelines are also provided for the development and initiation of an Integrated Pest Management program for facilities housing library and archival materials. Topics discussed include the following: (1) perspectives on pest management in libraries and archives; (2) hazards of these pests; (3) health concerns arising from pesticide use in buildings; (4) management responsibility for an effective, safe program; (5) the habits and life histories of the major pests (i.e., silverfish, firebrats, "bookworms," cockroaches, psocids or booklice, carpet beetles, clothes moths, termites, mice, rats, molds and mildew); (6) recognition of damage caused by each of these pests; (7) management and control of the pests; (8) the application of integrated pest management to library and archive situations; and (9) surveillance of the program. Final observations on costs and benefits conclude the report, and the 30 illustrations included in the narrative are listed. (27 references) (CGD)

ED 307 905 JC 890 258

Connections for the Future through Vocational Technical 2 + 2 Programs. Annual Report, April 1989.
Portland Area Vocational-Technical Education Consortium, OR.
PUB DATE- Apr 89
NOTE- 108p.; Portions contain small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Community Colleges; Consortia; *Financial Support; High Schools; Program Costs; Program Descriptions; Program Implementation; State Legislation; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Portland Community College OR

The Portland Area Vocational Technical Education Consortium (PAVTEC) was created to enhance and strengthen the working partnerships between Portland Community College and local high schools in order to provide high quality, articulated vocational technical programs. PAVTEC's third annual report highlights activities which have added to the momentum of the 2 + 2 high school and community college articulation effort. The report considers the past, present, and future of the consortium; recognition and effects of the project beyond the membership of PAVTEC; project financing from the Carl D. Perkins Vocational Education Act and other sources; and budgets and expenditures from 1986 to 1990. In addition, the report reviews PAVTEC activities, including information on program management and organization, efforts to meet the needs of handicapped and disadvantaged students, the selection of a 2 + 2 demonstration project, the development of articulated vocational programs and a 2 + 2 + 2 model curriculum, staff development, forecasting, counseling, marketing, strategic planning, student tracking, evaluation, and articulation incentives. The report also offers data on student and district participation and provides an outline of PAVTEC's three-year plan. After discussing future plans to institutionalize articulation, curriculum development, and funding, the report summarizes the accomplishments of PAVTEC in the areas of instruction, faculty involvement, information dissemination, project promotion, and communication, coordination, and management. Attachments to the report include a list of PAVTEC Council members; a list of proposals approved for articulation projects; materials on provisions for special needs students; details on funding; copies of pertinent legislation; a list of programs funded through the Oregon Workforce 2000 Act; a matrix showing articulated courses; procedures for recording grades; and a sample project newsletter. (JMC)

ED 307 932 JC 890 292

DeVoll, Douglas
Toward a Definition of Student Persistence at the Community College.
Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- May 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Attendance Patterns; College Graduates; Community Colleges; Dropouts; *Enrollment Influences; Enrollment Trends; *School Holding Power; *Stopouts; *Student Attrition; Two Year Colleges; Two Year College Students; Withdrawal (Education)
IDENTIFIERS- *Burlington County College NJ

One of the themes frequently appearing in the literature on student retention is that a primary determinant of student persistence is the interaction between students and faculty. Research reveals that students' educational intentions, goal commitment, and integration into the social and academic environment of the college are also influential. Studies conducted at Burlington County College (BCC) in New Jersey have revealed a 45% attrition rate between fall 1977 and fall 1978 among full-time freshmen, and a 20% second-semester attrition rate among fall 1978 freshmen. Research concerning the objectives of dropouts and their reasons for withdrawal indicated that 30% of the respondents to a 1988 survey had enrolled to complete an associate degree and then transfer, while over 60% indicated such primary goals as completing courses for transfer, personal interest, new job skills, or career change. Students' reasons for withdrawal were not related to circumstances over which the college had control. In an effort to develop a definition of persistence, the records of 438 graduates were studied to determine students' grade point average, degree received, full-/part-time status, transfer status, years taken to complete the degree, breaks in attendance, and initial academic status. Study findings included the following: (1) 36% of the graduates attended BCC full-time, 64% part-time, and 40% as transfer students; (2) full-time students took an average of 3 years to obtain a degree, while part-time students took an average of 9 years; and (3) 15% of the full-time students and 17% of the part-time students stopped out for periods ranging from 1 to 16 years during their attendance. (ALB)

Raughton, Jim L.
The Partners Program.
Colorado Community Coll. and Occupational Education System, Denver.
PUB DATE- 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Bound Students; Community Colleges; *Cooperative Programs; Disadvantaged Youth; *Educational Counseling; Enrollment Trends; *Minority Groups; Scholarships; Student Attrition; *Tutorial Programs; Two Year Colleges
IDENTIFIERS- *Partners Program

In response to alarming drop-out rates among high school students and indications that the emerging workforce will be predominantly minority and disadvantaged, the Colorado Community College and Occupational Education System (CCCOES) developed the Partners program to encourage minority students from as early as seventh grade to remain and succeed in school. The program, which is a partnership between the CCCOES, the Denver Public Schools, and the Colorado Minority Engineers Association (CMEA), provides mentoring and counseling to high school students and supports minority students who desire to begin their postsecondary education at a Denver metro-area state community college. Partners is a complement to the CMEA's Mathematical Engineering Science Achievement (MESA) program and the heart of both efforts is an emphasis on individual students, approached through such activities as curriculum and career counseling, academic tutorials tailored to students' individual needs, incentive scholarship awards to be applied to postsecondary education, and summer job opportunities. Requirements for participants in the MESA Partners program include 60% attendance in weekly program meetings; participation in one family orientation program per school year; participation in a minimum of three tutorial sessions each grading period; and a grade point average of 2.0 in the math, science, and English curriculum. Program advisors are required to ensure that: a field trip to a college or university is scheduled in the first semester, all high school juniors are signed up for appropriate tests, and all seniors have completed applications and scholarship requests on time. Advisor checklists are included in the report. (ALB)

ED 307 958 PS 017 411

Hailey, Jack
Family, Children, and Poverty: Can Data Tell Us Anything? A Report from the Roundtable Project of the California Children's Council.
California Children's Council, Northridge.
PUB DATE- Jan 88
NOTE- 13p.; For other reports in this series, see PS 017 409-412.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Disadvantaged; *Employed Women; *Employment Patterns; *Family Income; One Parent Family; *Population Trends; *Poverty; State Programs
IDENTIFIERS- *California; Income Distribution; *Subsidized Child Care Services

Current census data make clear that California's poor are poorer today than they were 10 years ago. In particular, data indicate that single working women with children earn less than working, married women with children. Because California's state-subsidized day care system directs programs to enroll children on the waiting list who are from families of lowest income, it can be concluded that subsidized programs are serving poorer families than were enrolled in the late 1970s. Deeper poverty suggests that ancillary aspects of day care programs, such as meals, health and dental care, and support services for parents, have become increasingly important to children. Provision of such services makes increasing demands on staff time and program resources. The reduction in availability of services from the federal and local governments complicates the problem. It is concluded that demands for child care services will remain high throughout California for the forseeable future, and that a significant part of the demand will be for either inexpensive or subsidized care. Facts that child care advocates should make clear to policy makers are pointed out. Objectives and activities of the Children's Roundtable Project of the California Children's Council are described and Roundtable participants are listed. (RH)

ED 307 989 PS 018 042

Spetner, N. B.; Olsho, Lynne Werner

Pulsation Threshold Tuning Curves in 3- and 6-Month-Old Human Infants.

SPONS. AGENCY- National Inst. of Neurological and Communicative Disorders and Stroke (NIH), Bethesda, Md.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Auditory Perception; *Auditory Stimuli; *Child Development; *Infants
IDENTIFIERS- *Pulsation Thresholds

Pulsation threshold (PT) masking was used to assess frequency resolution among infants 3 and 6 months of age and adults. The masker intensity at which the pulsing probe becomes indistinguishable from a physically continuous probe is the PT. A measure of frequency resolution can be obtained by examining the effects of masker frequency on the PT. In the PT masking technique, two tone bursts were presented in alternation. As the intensity of the masker tone was increased, the probe began to sound continuously. Probe frequencies between 500 and 4,000 Hz were used.

PTs were determined by randomly presenting signal trials in which a pulsating probe alternated with a pulsating masker of variable intensity or frequency; and no-signal trials, in which the probe was physically continuous and the masker remained pulsating. A blind observer judged whether a signal or no-signal trial had been presented, based on the infant's behavior. Infant responses to signals were reinforced by the activation of a mechanical toy. Preliminary results suggest that masker frequency affects 6-month-olds' and adults' PTs in much the same way. Frequency resolution becomes progressively better at higher frequencies. (Author/RH)

ED 308 004   PS 018 078

Melson, Gail F.; And Others
How Mothers Explain Their Role in Fostering Their Children's Learning: An Attributional Analysis.
PUB DATE- Apr 89
NOTE- 24p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Cognitive Development; Difficulty Level; Individual Development; *Mothers; *Parent Attitudes; *Parent Child Relationship; Parent Influence; *Preschool Children; Preschool Education; Socialization

Goals of this study were to: (1) assess mothers' perceptions of their role in fostering their preschooler's cognitive learning; (2) examine attributions used by mothers to explain why they experience ease or difficulty helping their preschooler learn; and (3) relate maternal perceived level of ease/difficulty to attributions for the reasons underlying ease or difficulty in the fostering role. Subject were 69 mothers of preschool children who were 3 years of age or older. Each interviewed mother completed a demographic information sheet and three measures: a Perceived Ease/Difficulty at Cognitive Tasks Measure, a checklist for Attributions for Cognitive Task Difficulty, and a checklist of Attributions for Cognitive Task Ease. Findings indicated that the sample of mothers generally viewed the task of fostering their child's learning as a relatively easy one. As predicted, different attributions were invoked to explain situations in which helping the child to learn was easy or difficult. In general, mothers endorsed more attributions for easy than for difficult situations. They tended to attribute difficult situations to parent or unstable causes and easy situations to child and stable causes. In particular, stable child causes as sources of task difficulty were avoided. Systematic group differences were found between mothers perceiving ease and those perceiving difficulty in helping their child learn. (RH)

ED 308 019 PS 018 105

Sroufe, L. Alan; Egeland, Byron
Early Predictors of Psychopathology and Competence in Children.
PUB DATE- Apr 89
NOTE- 6p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; *Attachment Behavior; *Behavior Problems; Elementary Education; Elementary School Students; Etiology; High Risk Persons; Individual Development; Infants; *Interpersonal Competence; Longitudinal Studies; *Predictor Variables; Preschool Children; Preschool Education; *Psychopathology; Student Adjustment

A longitudinal investigation focused on the etiology of psychiatric and behavioral disorders in a sample of 190 children at risk for developmental problems. Data collection began during pregnancy and included assessments of: (1) parental personality, intelligence, and parenting attitudes; (2) parent-child interaction and relationship quality; (3) child temperament and cognitive and emotional development; and (4) life stress, marital harmony, and social support. Assessments were frequent and comprehensive in infancy and early childhood, with regular follow-up assessments during the elementary school years. Assessments included interviews with children, teachers, and parents, a review of school records, and direct observation of children. Findings indicated that attachment classification in infancy is one of the strongest risk factors in the data set. Further explorations of links between preschool behavior and problems in elementary school revealed an especially strong link between preschool aggressiveness and later problem behavior. Children with histories of secure attachment were judged as more competent than the other children by teachers and counselors. (RH)

ED 308 032 RC 017 076

Grady, Marilyn L.; Bryant, Miles
Superintendent Turnover in Rural School Districts.
PUB DATE- Sep 88
NOTE- 19p.; Paper presented at the National Rural Education Research Forum (Bismarck, ND, September 23-24, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Board Administrator Relationship; *Occupational Mobility; Promotion (Occupational); *Rural Areas; Rural Urban Differences; *School Districts; *Superintendents; Surveys
IDENTIFIERS- *Nebraska

This paper examines the degree of superintendent turnover in Nebraska, a state dominated by rural school districts. It also lists the causes of turnover as reported by short-term superintendents. This study finds that turnover is higher in the subject rural districts than the national average. Superintendents report that they leave these rural positions for personal family reasons, because of the particular nature of the rural position, because of conflict with rural boards of education, and for career advancement. While the study did not empirically compare its rural districts and superintendents with other districts and superintendents, there is reason to expect unique differences in rural areas. This paper calls for more information about superintendent turnover and its causes. (Author/TES)

ED 308 046 RC 017 106

Holt, Malcolm; And Others
Distance Education: A Program and Facility Study.
HSP Humanite Services Planning Ltd. (Alberta).
SPONS. AGENCY- Alberta Dept. of Education, Edmonton. School Buildings Services.
PUB DATE- May 88
NOTE- 117p.; Prepared for the Distance Learning in Small Schools Project. Some diagrams may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Access to Education; *Computer Assisted Instruction; *Computer Managed Instruction; Computers; *Distance Education; Educational Media; Foreign Countries; Individualized Instruction; *Nontraditional Education; Telecommunications; Telecourses
IDENTIFIERS- Alberta

This publication provides both a review of the different technology modes that may be used for distance education and a set of guidelines for planning and developing conceptual designs for educational facilities capable of supporting technologically enhanced educational delivery systems in a variety of settings. The Distance Learning in Small Schools Project of the Alberta Department of Education conducted a survey of the current literature on distance education and identified five major areas of investigation: (1) aims of distance education; (2) appropriate technology modes; (3) design considerations; (4) relationships between the distance education suite and adjacent instructional areas; and (5) human communications, such as effect on education paradigm, role of teacher, attitudes and behaviors of teachers and students. The available technology offers these advantages: suitability for individualization, equitable accessibility, and increased student motivation. Conversely, a technology-based learning environment is complex and can separate students from each other and from their teachers. The appropriate mix of courseware must be selected to satisfy instructional objectives, followed by

choice of hardware. Included in this report are: (1) a glossary of technological terms; (2) a review of existing technology; (3) an explanation by means of a schematic layout of different modes of distance education; (4) a diagrammatic planning and design guide for different types of distance education suites and for a student workstation; (5) illustrated data sheets and workstation specifications; and (6) an analysis of cost implications. A 57-item bibliography, as well as an overview of technology and a cost analysis, are appended. (ALL)

ED 308 059 AC 017 159

Hawley, Craig B.
Economic Support for Education in Rural School Districts. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-89-4
PUB DATE- Dec 88
NOTE- 3p.
CONTRACT- RI-88-062016
AVAILABLE FROM- ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 (Free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Change Strategies; *Educational Equity (Finance); Elementary Secondary Education; Federal Aid; Financial Support;

Government Role; Resource Allocation; *Rural Areas; *Rural Education; Rural Schools; Rural Urban Differences; School Districts; Socioeconomic Influences; State Aid
IDENTIFIERS- ERIC Digests; Rural Culture

This ERIC digest synthesizes research characterizing the economic climate in which rural schools operate and reports on the traditional strategies used to create greater economic support for rural school districts. The benefits of steady urban economic growth have not been shared, generally, by rural areas; this has led to inadequate financial support for rural schools. While state aid may come via foundation programs, rural disparities have been most consistently reduced in states that adopted power equalization programs that guarantee minimum revenues (Jess, 1980). Federal funds help lessen rural discrepancies, but do not close the gap (Orland, 1988). Further, state and federal contributions often are tied to programs that may be difficult for rural districts to implement. Rural schools have been faulted for inefficiency because their per-pupil expenditures were viewed as being too high, leading to the emerging view that rural and small schools are inherently more expensive. To fund and preserve rural schools, some observers have proposed a typology that accounts for diversity among all school districts (Augenblick & Nachtigal, 1985). It is suggested that government equalization initiatives fail because their mandates impose burdens that are out of scale to their benefits. Many educators overcome rural disparity by addressing the social context within which rural schools operate. The common theme in these approaches is that it is impossible for rural schools to deliver the same services in the same ways as other schools, since the economic support and community will necessary to meet expectations may not exist. This digest includes 10 references. (TES)

ED 307 823 HE 022 181

A Self-Instructional Course in Student Financial Aid Administration. Module 1--Student Financial Aid Administration: Course Study Guide & Introduction to the Field. Second Edition.

Office of Student Financial Assistance (ED), Washington, DC.; Washington Consulting Group, Inc., Washington, DC.
PUB DATE- 20 Aug 88
NOTE- 38p.; For related documents, see HE 022 182-198.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; Educational Finance; *Federal Aid; Federal Government; Federal Programs; Financial Support; Higher Education; Office Management; *Program Administration; Programed Instructional Materials; *Student Financial Aid; *Student Financial Aid Officers
IDENTIFIERS- Department of Education; Higher Education Act Title IV; Paying For College

The first of a 17-module self-instructional course, this module provides neophyte financial aid administrators and other instructional personnel with a systematic introduction to the management of federal financial aid programs authorized by Title IV of the Higher Education Act. It is an introductory course that presents the major responsibilities that financial aid administrators have in common with one another. Its objectives are to describe the roles and responsibilities involved in administering financial aid by understanding the institution's and financial aid administrator's specific roles in the responsible management of Title IV funds, recognize personal skills and resources needed in successful financial aid administration, and identify standard organizational tools to manage the multiple demands found in financial aid administration. A guide to using these materials is provided along with a pre-test, a post-test, a glossary, and a chart for tracking progress through the course. Module 1 focuses on: major areas of responsibility (recognizing differences); views of roles (the institution's view, the Department of Education's view, the student's view); multiple demands (time factors, staying up-to-date, accessibility); balancing multiple demands (time management, a policy and procedures guide, communication); personal characteristics and skills (outlook, skills); and outside resources. Contains two references. (SM)

ED 307 836 HE 022 194

A Self-Instructional Course in Student Financial Aid Administration. Module 14: Authorization, Fiscal Operations, & Reporting. Second Edition.

Office of Student Financial Assistance (ED), Washington, DC.; Washington Consulting Group, Inc., Washington, DC.

PUB DATE- 20 Aug 88

NOTE- 78p.; For related documents, see HE 022 181-198.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrator Responsibility; Administrator Role; Educational Finance; Eligibility; *Federal Aid; Federal Government; Federal Programs; Financial Policy; Higher Education; Power Structure; *Program Administration; Programed Instructional Materials; *Recordkeeping; Reports; *Student Financial Aid; *Student Financial Aid Officers; Student Loan Programs

IDENTIFIERS- Department of Education; Higher Education Act Title IV; *Pell Grant Program

The 14th of 17 modules in a self-instructional course on student financial aid administration (geared toward novice financial aid administrators and other institutional personnel) focuses on Pell Grants and campus-based authorization, fiscal operations, and reporting. The full course provides an introduction to the management of federal financial aid programs authorized by the Higher Education Act Title IV. This module teaches how to describe the method for receiving authorizations for campus-based funds, recognize standard forms for reporting the use of Pell Grant and campus-based funds, describe the systems for obtaining cash advances, define the fiscal responsibilities in reporting and recordkeeping and the concept of a clear audit trail, and describe required reports for the Stafford Loan and Perkins Loan programs. Three sections discuss the following: (1) program authorizations (the Pell Grant program authorization and campus-based authorizations); (2) fiscal operations (overview, fiscal recordkeeping, program-specific disbursement procedures, bank accounts for federal funds, and requests for funds); and (3) reporting (quarterly reports and student loan reports). A pre-test, post-test, glossary, and acronyms are included. Contains four references. (SM)

ED 307 877 IR 052 764

Preece, Barbara G.
CAI for Student Assistants.
PUB DATE- May 88
NOTE- 13p.; Paper presented at the Association of College and Research Libraries (ACRL) Session of the Annual Meeting of the Illinois Library Association (May 11-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Libraries; *Computer Assisted Instruction; Higher Education; *Instructional Development; *Library Catalogs; Library Skills; Library Technical Processes; *Student Employment; *Training Methods

Computer-assisted instruction (CAI) is investigated as a means to develop a consistent and efficient training program for student library assistants. Student workers are an important part of the academic library's workforce, but student turnover is frequent, the training in repetitive tasks is time consuming, and varying student schedules may make student training inconsistent. A literature review indicated that a number of CAI programs have been successfully developed to train student assistants in public service areas, but little has been done in the technical services area. Filing in the card catalog was identified as a repetitious task requiring a great deal of training time, and a SuperPILOT based program was developed to teach students to file in a dictionary catalog. The program, "Filing in the Special Collections Card Catalog," has three units: terminology, basic rules, and a comprehension check that integrates the rules. Students who had filed previously felt they had a better understanding of the rules after using the CAI lesson, and students without filing experience enjoyed the non-traditional approach to learning a library skill. (17 references) (EW)

ED 307 919 JC 890 278

Waters, Verle
Transforming Articulation Barriers in Nursing.
PUB DATE- 89
NOTE- 14p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (69th, Washington, DC, March 29-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Articulation (Education); Associate Degrees; Bachelors Degrees; Career Ladders; Community Colleges; *Curriculum Problems; *Educational Mobility; *Nurses; *Nursing Education; Student Characteristics; Two Year Colleges

Barriers to educational mobility for nurses have existed since the mid-1960s. In 1963, the National League for Nursing (NLN) adopted a position that ruled out articulation of any kind between associate degree in nursing (ADN) and bachelors in science in nursing (BSN) programs. In the mid-1970s, a countermovement took shape, supporting open curricula and articulation. Many barriers to articulation remain, including: (1) long-standing dubiousness among BSN educators about the educational qualifications of students trained in a "terminal" program; (2) the labeling of registered nurses (RNs) and licensed vocational nurses (LVNs) as having an "RN (or LVN) mentality"; (3) institutional and regional unevenness in programming; (4) conflicting perceptions of the equivalency of ADN and BSN courses, and the unwillingness of educators to accept that the courses have both differences and similarities that must be taken into account to create articulated programs; and (6) students' resentment about duplicating coursework. Such obstacles can be overcome through partnerships to support mobility for employed RNs and LVNs, continued work on the differentiation of the content of pre-licensure nursing programs, discretion and flexibility in decisions about upper-and lower-division courses and transfer credit, specific articulation agreements between institutions, and the promotion of a pluralistic educational system. Ultimately, the unprecedented diversity in student demographics of the future will be the compelling rationale which brings about a predictable educational system in nursing. (JMC)

ED 307 973 PS 018 006

Abdallah-Pretceille, Martine
Human Rights Education in Pre-Primary Schools: Educating Children to be Receptive to Others and to Diversity in Society! Report. Proceedings of the Teachers' Seminar (40th, Donaueschingen, West Germany, June 20-25, 1988).
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT-88-31-E

PUB DATE- 27 Feb 89
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Bias; *Childrens Rights; *Civil Liberties; Foreign Countries; *Nonverbal Communication; Nursery Schools; Preschool Children; *Preschool Education; Seminars; *Story Telling; Workshops
IDENTIFIERS- *Hatred

A seminar was held on the theme of human rights education. The seminar was thought to be the first to cover the theme of human rights in the context of nursery school and pre-primary education. The objective of the seminar was to alert teachers, educators, and teacher trainers to human rights and to ways of introducing the subject of human rights at the pre-elementary level. Participants, who came from eight Council of Europe member countries, included teachers, teacher trainers, advisers, and inspectors. The lectures included in this report cover: (1) a few points designed to stimulate thought on the birth of hatred of others; (2) constituent aspects of stories, the function of the marvelous, and the search for meaning; and (3) human rights education and nonverbal communication among the very young. Workshop discussions are summarized. Concluding remarks focus on human rights education as education, in practice, as education of the person, and recommendations are offered for applied human sciences into teacher training. (RH)

ED 308 033 RC 017 077

Williams, M. Randy
A Model for Deploying Rural Leadership in Community Economic Development.
PUB DATE- Feb 89
NOTE- 6p.; Paper presented at the Southern Rural Sociological Association Meeting (Nashville, TN, February 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Community Development; Community Leaders; *Economic Development; Extension Education; Leadership; *Role of Education; *Rural Areas

This paper briefly describes a model for broadening community educators' participation in economic development by improving the quality of developmental knowledge and leadership. Specific goals of the model include helping economic development leaders to understand existing community attitudes and structure, and helping leaders form development strategies while simultaneously providing the necessary training for development projects. The program is implemented in 4 phases during the course of 2 to 3 years, beginning with a survey that identifies community leaders. Phase 2 involves community evaluation and analysis by a resource panel. Phase 3 involves creation of a 5-year development plan during a series of knowledge enhancement programs. Phase 4 involves local citizens working together to implement the plan. There are also components for personal skills training, economic development seminars, and a final evaluation by program leaders and participants. This paper offers examples of four rural Georgia counties where economic development efforts were assisted by such extension education services. (TES)

ED 308 118 SO 019 983

Perspectives: Readings on Contemporary American Government.
Close Up Foundation, Arlington, VA.
REPORT NO.—ISBN-0-932765-04-1
PUB DATE—87

NOTE—293p.; For accompanying teacher's guide, see SO 019 984.
AVAILABLE FROM—Educational Publications, Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, VA 22202 ($4.00).
LANGUAGE—English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE—Guides - Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learner) (051) Collected Works - General (020)
DESCRIPTORS—Citizen Participation; Citizenship Responsibility; Court Litigation; Court Role; *Foreign Policy; High Schools; *History; *History Instruction; Instructional Materials; Mass Media; Reading Materials; Social Studies; *United States Government (Course); *United States History
IDENTIFIERS—Congress; Interest Groups; Lobbyists; Supreme Court; United States Constitution; United States Presidents

This document is composed of readings and activities concerning the government of the United States. The main topics addressed are: the Constitution, the Presidency, the Congress, the Judiciary, the bureaucracy, interest groups, the media, and the people. Each section begins with an introductory reading, followed by excerpts from prominent citizens and government officials, case studies, and activities. Contributing authors include Terry Sanford, Phyllis Schlafly, Ronald Reagan, Lewis F. Powell, Jr., William Bennett, Albert Gore, Jr., Sarah McClendon, and Curtis Gans. Topics cover such issues as states' rights, presidential power, representation and the legislative process, balancing individual rights and the needs of society, the role of the federal government in education, lobbyists and lobbying, freedom of press and the law, the dangers of voter apathy, and political activism in the United States. A reprint of the U.S. Constitution and its amendments are included. (JHP)

ED 308 179 SP 031 264

[illegible]

The Teaching/Learning Triangle of Professional Education: Implications for Research and Development.

PUB DATE 28 Mar 89
NOTE 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE English
EDRS PRICE MF01/PC01 Plus Postage.
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS Clinical Teaching (Health Professions); Higher Education; Physician Patient Relationship; Professional Education; Research Needs; Role Models; Teacher Student Relationship

This paper presents a theoretical model for representing the teaching/learning triangle and offers an agenda for research and development in this area. The theoretical framework for considering the teaching/learning triangle is based on determining the characteristics of the teacher, student, and patient/client and the dynamic relationships between them that lead to effective teaching and learning while maintaining patient/client satisfaction with professional services rendered. A review of the literature reveals that most research studies on this topic have focused on one or more of the components of the triangle or on one or more of the relationships. The proposed research agenda focuses on determining the characteristics of effective clinical experiences for professional students from the perspectives of the teacher, learner, and the patient/client, and the relationships between each of the three participants. It is also suggested that collaborative research and development should be promoted on the teaching/learning triangle between investigators in different professions. (JD)

ED 308 074 SE 050 659

A Manual on Conservation of Soil and Water. Appropriate Technologies
For Development. R-38.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Jun 85
NOTE- 213p.; Photographs and drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agronomy; *Conservation (Environment); Depleted
Resources; *Environmental Education; Forestry; Land Use; Sciences;
*Soil Conservation; Water; *Water Resources; *World Problems

In order to keep the land productive, a good conservation program is imperative. The primary purpose of soil and water conservation is to prevent soil erosion and heal its scars. This handbook explains the causes, processes, and consequences of soil erosion and depletion, and describes major soil- and water-conservation measures. This book was prepared for the use of officials, technicians, and agriculturists interested in controlling wind and water erosion and making better use of rainfall available and irrigation water throughout the world. Main topics included are: (1) "What is Soil Erosion"; (2) "Classifying Land Capability"; (3) "Preventing and Controlling Gullies"; (4) "Woodland Improvement"; (5) "Terracing"; (6) "Stripcropping"; (7) "Cover Crops"; (8) "Soil-depleting, Soil-conserving, and Soil-building Crops"; (9) "Pasture Improvement"; (10) "Rangeland Improvement"; (11) "Conservation Irrigation"; (12) "Farm Drainage"; and (13) "Conservation Nurseries." (YP)

ED 307 376 RIE VOL.24,NO.11 FROM: ED 308 194 0003
DOCUMENT RESUME NOVEMBER 1989 TO: ED 308 279

DOCUMENT RESUME

ED 308 194 SP 031 552

McKenzie, Floretta Dukes
The Future Direction of Regional Educational Laboratories in Contributing to Urban School Improvement. Laboratory Policy Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 13p.; For other documents related to the Regional Educational Laboratory recompetition of 1990, see SP 031 546-556.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Community Support; Economic Factors; *Educational Cooperation; Elementary Secondary Education; High Risk Students; *Networks; *Research and Development Centers; *Research Utilization; *School Effectiveness; *Urban Education
IDENTIFIERS- *Regional Educational Laboratories

This paper examines the current and future roles of organizations such as education laboratories in serving the changing needs of urban education. Concerns for greater effectiveness in support services stem from the growing need to effectively deal with some of the complex, lingering issues which to data have been only marginally addressed. Urban schools are increasingly becoming schools for the poor, and all institutions concerned with improvement of urban education must work toward increasing community support for these schools and help find ways to attract and retain the participation of middle and upper class families. While some progress has been made in improving basic skills in urban schools, curricular and instructional approaches are needed that will develop higher order problem-solving and critical thinking skills. Research and development is also needed on early identification of students who are at risk of failure and dropping out. Good teachers are of crucial importance, and a closer collaboration is needed between preservice training institutions, regional labs, and urban school districts. To improve urban schools, the network of education research and development institutions must work closely together in developing new knowledge and in the strategic application of that knowledge for program improvement. (JD)

DOCUMENT RESUME

ED 308 207 TM 013 422

Coladarci, Theodore; Lancaster, Linda N.
Gender and Mathematics Achievement: Data from High School and Beyond.
PUB DATE- Mar 89
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; Courses; Females; High Schools; *High School Seniors; Males; *Mathematics Achievement; Parent Participation; *Predictor Variables; *Sex Differences; Socioeconomic Status; Student Attitudes; Verbal Ability
IDENTIFIERS- *High School and Beyond (NCES)

The relative influence of gender, coursework, affect, and other hypothesized determinants of mathematics achievement among high school seniors was examined, using data from the High School and Beyond (HSB) database. The HSB base-year survey used a multi-stage sampling scheme. Complete data on the variables of this study were available for 16,358 students (8,774 females and 7,584 males); all were members of the sophomore cohort at the beginning of the HSB study. The dependent variable was mathematics achievement. The independent variables were: (1) mathematics courses; (2) mathematics attitudes; (3) educational aspirations; (4) academic orientation; (5) parental involvement; (6) prior achievement; (7) verbal ability; (8) socioeconomic status; and (9) gender, the central consideration. Regression analyses indicated small-to-negligible effects of gender on mathematics achievement among these students as seniors. However, these findings do not mean that educators can ignore the gender gap in achievement that has been documented. The principal determinants of senior-year mathematics achievement were achievement in the sophomore year, amount of coursework in mathematics, and verbal ability. Three tables present data, and an appendix outlines the construction of the variables. (SLD)

DOCUMENT RESUME

ED 308 221 TM 013 578

Facione, Peter A.
A Critical Thinking Bibliography with Emphasis on Assessment.
PUB DATE- 20 May 89
NOTE- 12p.
AVAILABLE FROM- California Academic Press, 331 Susquehanna Ave., Placentia, CA, 92670 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Cognitive Tests; *Critical Thinking; *Educational Assessment; Elementary Secondary Education; Higher Education; *Position Papers; Problem Solving; Publications; Reference Materials; *Research Reports; Resource Materials

In January 1988 the Committee on Pre-College Philosophy of the American Philosophical Association undertook a survey of the state of the art of critical thinking (CT) assessment. Using Delphi research methodology, a panel of 60 scholars and teachers from throughout the United States and Canada, with backgrounds in Philosophy, Psychology, Education, and other disciplines and a strong interest in CT assessment, examined the conceptualization of CT and analyzed its skills and dispositional dimensions. The panel also produced the 150-item bibliography of research materials, testing instruments, and position papers on CT and its assessment contained in this document. This bibliography is presented independently of the findings of the Delphi project because of its potential usefulness for persons interested in CT assessment. (SLD)

DOCUMENT RESUME

ED 308 234 TM 013 622

Davidoff, Stephen H.; Fishman, Roger J.
Chapter 1 Evaluation and Reporting System (CHIERS) 1988 Update. Technical Report No. 8903.
Philadelphia School District, Pa. Office of Research and Evaluation.
PUB DATE- Aug 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Annual Reports; *Compensatory Education; Economically Disadvantaged; Elementary School Students; Elementary Secondary Education; *Information Systems; Mathematics Achievement; Program Evaluation; Reading Achievement; *Remedial Mathematics; *Remedial Reading; School Districts; School Location; Scores; Secondary School Students; Urban Schools
IDENTIFIERS- *Philadelphia School District PA; *Title I Evaluation and Reporting System

The Chapter 1 Evaluation and Reporting System (CHIERS) is an annually updated system for gathering and reporting student information regarding the Education Consolidation and Improvement Act Chapter 1 program in the Philadelphia (Pennsylvania) School District. Data elements included in the CHIERS are school location, achievement test scores, and Chapter 1 services received. This report covers the 1987-88 school year. Sources of information included the Pupil Directory Information File and the City-Wide Testing Program computer files. Data confirmation lists, distributed to project staff, provided information on which students are being served. Additional data elements were collected via the Data Confirmation Lists to assess factors such as attendance, informal reading inventory scores, and project-specific mathematics test results. Focus was on reading and mathematics achievement and factors that affect these indices. Across the projects that participated in CHIERS, 124,467 services were provided, and about 59,000 individuals were served in reading and mathematics projects. It appears that those projects that provided very intensive services tended to be more effective than those that provided less concentrated services. Prior CHIERS updates indicated that there were no significant differences across projects. Data are presented via five tables and four graphs. (TJH)

DOCUMENT RESUME

ED 308 248 TM 013 668

Adema, Jos J.
A Note on Solving Large-Scale Zero-One Programming Problems. Research Report 88-4.
Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE- Apr 88
NOTE- 17p.
AVAILABLE FROM- Bibliotheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; *Computer Assisted Testing; *Heuristics; Item Banks; *Problem Solving; *Programing; *Test Construction; Testing Problems; Test Reliability
IDENTIFIERS- *Zero One Programming

A heuristic for solving large-scale zero-one programming problems is provided. The heuristic is based on the modifications made by H. Crowder et al. (1983) to the standard branch-and-bound strategy. First, the initialization is modified. The modification is only useful if the objective function values for the continuous and the zero-one programming problems are close to each other. Given the initialization, the branch-and-bound method is stopped when a feasible solution to the problem is found. The heuristic also uses the reduced costs to fix non-basic variables to 1 or 0. An example taken from achievement test construction illustrates the efficiency of the proposed heuristic. Several test construction problems were implemented and solved by the proposed heuristic for item banks with 400 items. Modifications were introduced in the LANDO computer program. A table illustrates that the central processing unit times for solving the zero-one programming problem were close to the times needed to solve the continuous problem. (SLD)

DOCUMENT RESUME

ED 308 262 UD 026 807

Proposed State Plan for the Education of Homeless Children and Youth in Iowa.

Iowa State Dept. of Education, Des Moines. Bureau of Federal School Improvement.

PUB DATE- Mar 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Programs; *Homeless People; Program Administration; *Program Implementation; Social Services; State Federal Aid; State Programs; *Student Needs; Student Problems; Student Welfare
IDENTIFIERS- *Iowa; *Stewart B McKinney Homeless Assistance Act 1987

This report represents Iowa's proposed state plan for the education of homeless children and youth, in accordance with Title VII, Subtitle B of the Stewart B. McKinney Homeless Assistance Act of 1987. The Iowa report is divided into eight sections. Section 1 describes the legal authority and requirements attendant on the McKinney Act. Section 2 describes the history of the Iowa Education Department's actions in compliance with McKinney Act requirements. Section 3 defines the following categories of homelessness in Iowa: (1) "on the street"; (2) "quasi-homeless"; (3) "shelters"; (4) "doubling-up"; and (5) "near-homeless." Section 4 presents a statistical breakdown of the homeless population in Iowa by category of homelessness and school level. Section 5 presents statements of educational needs and recommended solutions for eight categories of homeless education problems. Section 6 offers supporting activities and proposed completion dates for 22 objectives for homeless education in Iowa. A prioritization table including objectives, rank order, and timeliness is appended to this section. Section 7 presents the operational structure for the implementation of Iowa's state plan, including the following categories: (1) policy assurances; (2) general provisions; (3) school district provisions; and (4) state provisions. Section 8 lists the members of the Advisory Committee to the Office for

Education of Homeless Children and Youth and Adults. (AF)

DOCUMENT RESUME

ED 308 275 UD 026 868

Reauthorization of Expiring Federal Elementary and Secondary Education Programs. Chapter 2 of the Education Consolidation and Improvement Act. Volume 3. Hearing before the Subcommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session on H.R. 5.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 19 Mar 87
NOTE- 74p.; Serial No. 100-4. For related documents, see UD 026 826 and UD 026 867.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Block Grants; Case Studies; Educational Improvement; Elementary Secondary Education; Federal Legislation; Federal Programs; Hearings; *Program Effectiveness; School Effectiveness; *Supplementary Education; Urban Areas; Urban Schools
IDENTIFIERS- Congress 100th; *Education Consolidation Improvement Act Chapter 2; *Effective Schools Projects; Florida (Orange County); Reauthorization Legislation

This document reports on the third of a series of hearings on the reauthorization of expiring federal elementary and secondary education programs. Four school administrators gave testimony regarding the block grant programs funded under the Education Consolidation and Improvement Act, Chapter 2. Testimony suggested the following: (1) the proposed audit reforms are laudatory but the provision of "technical assistance" requires further definition; (2) a specific percentage of Chapter 2 funds should be designated for implementation of the principles of "Effective Schools"; (3) a national study on Chapter 2 programs found that Chapter 2 funds are widely but unevenly distributed and are used by most schools for computer applications, about two-thirds of eligible private schools use Chapter 2 funds, and parents are not actively involved in decisions regarding Chapter 2 funds; and (4) the Orange County (Florida) Public Schools are a case study in the effectiveness of Chapter 2 programs. Seven supplementary prepared statements are appended. (FMW)

ED 308 195 SP 031 553

Postlethwaite, Neville

Classroom and School Improvement in Two European Counties. Laboratory Policy Paper.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jan 89

NOTE- 19p.; For other documents related to the Regional Educational Laboratory recompetition of 1990, see SP 031 546-556.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Comparative Analysis; Core Curriculum; Elementary Secondary Education; Foreign Countries; Higher Education; *Information Dissemination; Preservice Teacher Education; *Program Implementation; *Research and Development; *Research Utilization; *Theory Practice Relationship

IDENTIFIERS- Hungary; *Regional Educational Laboratories; Sweden

This paper examines the steps taken in Sweden and Hungary to improve schools. A description is given of the social-political-economic context of each of these countries, noting their similarities and differences. Particular focus is upon the role played by educational research and development efforts in the two countries, and most particularly on the dissemination of knowledge and techniques to the different levels of each school system. The following questions are addressed: (1) How appropriate are the research and development efforts to the school level? (2) Has the research been well conceptualized? (3) Is the research responding to a known need? (4) Do the schools have a mechanism to help determine the type of work which research and development centers should undertake? and (5) How is research and development for school improvement disseminated? A comparison is made between the research and development work in the two countries with particular focus on the implementation of research results in the schools. (JD)

ED 308 208 TM 013 423

Clark, Sheldon B.; Finn, Michael G.
Interpreting Nonresponse in Survey Research: Methodological Heresy?
Oak Ridge Associated Universities, Tenn.
SPONS. AGENCY- Department of Energy, Washington, D.C.; National Science Foundation, Washington, D.C.
PUB DATE- Mar 89
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
CONTRACT- DE-AC05-76OR00033
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Engineers; Evaluation Methods; Occupational Surveys; *Research Methodology; Research Projects; *Scientists; *Surveys; Test Interpretation
IDENTIFIERS- Emigration; *Nonresponders; Response Patterns; Response Rates (Questionnaires); *Survey Research

A study is proposed that seeks to use the normally problematic factor of non-response to a survey in a positive way in order to estimate certain characteristics of a population subgroup. A longitudinal database, the Scientific and Technical Personnel Data System (STPDS) measures the educational, demographic, and employment characteristics of the nation's scientists and engineers. An examination of response trends for STPDS surveys reveals that response rates for foreign-born scientists and engineers deteriorate at a faster rate over time than do the response rates of those born in the United States. It is hypothesized that emigration accounts for these differences, and that the difference in the rates of decline of response rates can be used as a proxy for emigration of scientists. Two very different approaches have been developed and will be used to test the hypothesis and to validate the proposed technique. Although this methodology is not generalizable to all surveys, it does illustrate the importance of a researcher's being thoroughly familiar with the survey population and the importance of being open to the possibility that challenging and testing the precepts of the practice of survey research can result in improvements in methodology. Three bar graphs give information about the proposed study. (SLD)

ED 308 222 TM 013 579

Burry, Judith A.; And Others
The Kansas Internship Program Assistance/Assessment Model: A Product of the Interdependence of Research and Practice.
SPONS. AGENCY- Kansas State Dept. of Education, Topeka.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
GRANT- 400-85-1066
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Evaluation Methods; *Internship Programs; *Professional Development; Teacher Attitudes; Teacher Evaluation; Teacher Improvement; *Teacher Interns; Theory Practice Relationship
IDENTIFIERS- *Competency Based Assessment; *Kansas Internship Plan; Teacher Competency Testing

The Kansas Internship Assistance/Assessment Model, an effort to bring together assessment and assistance to maximize the professional growth of beginning teachers, is described. The program has two purposes as specified in the Kansas Internship Plan (1987): (1) to assist the first-year teacher (intern) in acquiring or improving teaching knowledge and skills that are essential to successful entry into the profession; and (2) to protect the public interest by establishing that the intern can perform at an acceptable level of professional practice. Unique points of the model are: direct links to assessment; administrators and assistance committees with identical responsibilities; assistance directly integrated with instructional leadership; a five-step performance observation sequence; behaviors assessed in a quasi-developmental framework for beginning teachers; clinical supervision model integrated with assistance and assessment; the intern teacher is part of the assistance development; and evaluation is thoroughly grounded in research and statewide validity studies. Classroom observation, intern documentation, external observations, and student questionnaires were the four methods of data collection used. In the 3 years of model development from fall of 1985 to August of 1988, major validity studies determined the reactions of over 2,500 teachers and administrators. Data indicated that 89% of the intern teachers were positive or very positive about the program, while 93% of the administrators and 94% of the senior teachers considered that they shared a common goal. Ninety-seven percent of the administrators and 94% of the senior teachers felt that their relationships with each other provided affirmation and respect. This professional judgment model gives beginning teachers a firm foundation for a career. A 45-item list of references is provided. Appendix A presents the Kansas Internship Assessment Inventory's master list of 38 behaviors, and Appendix B lists classroom activity codes. Ten figures and two data tables are included. (SLD)

ED 308 235 TM 013 623

Davidoff, Stephen H.
Sustained Effects: Measuring the Impact of Chapter 1 over Time, 1986-1988. Report No. 8908.
Philadelphia School District, Pa. Office of Research and Evaluation.
PUB DATE- Nov 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compensatory Education; Economically Disadvantaged; *Elementary School Students; Elementary Secondary Education; Longitudinal Studies; Mathematics Achievement; *Program Effectiveness; Program Evaluation; Reading Achievement; *Remedial Mathematics; *Remedial Reading; *Secondary School Students; Urban Schools
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Philadelphia School District PA; *Sustaining Effects Study

An assessment of the long-term effects of Chapter 1 services offered within the Philadelphia (Pennsylvania) School District is provided. The study covers the effects of the remedial reading and mathematics programs on student achievement. More specifically, the study assessed the impact on achievement for students who participated in Chapter 1 programming for 2 consecutive years and for students for whom programming had been withheld for 1 year following program participation. An evaluation sequence of pretest, posttest, and sustained-effects test was selected within a 3-year cycle (1986-1988). The sustained effects data were obtained at least 12 months after the pretest. Achievement and participation data were collected as part of the Chapter 1 Evaluation and Reporting System. Achievement results from three points in time were compared. Results indicate that: (1) students participating in Chapter 1 reading or mathematics services for 2 consecutive years demonstrated a pattern of continuous achievement gains; (2) students participating in Chapter 1 reading services for 1 year demonstrated a pattern of non-sustained gains; and (3) students participating in Chapter 1 mathematics services for 1 year demonstrated a pattern of sustained-but-non-enhanced gains. (TJH)

van der Linden, Wim J.
Optimizing Incomplete Sample Designs for Item Response Model Parameters. Research Report 88-5.
Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE- Apr 88
NOTE- 35p.
AVAILABLE FROM- Bibliotheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability Identification; Computer Assisted Testing; Elementary Education; Elementary School Students; Equations (Mathematics); Foreign Countries; Grade 7; *Latent Trait Theory; Mathematical Models; Mathematics Achievement; *Maximum Likelihood Statistics; *Sampling; Statistical Analysis
IDENTIFIERS- *Incomplete Sample Design; Linear Models; Netherlands; Optimization; *Parameter Identification

Several models for optimizing incomplete sample designs with respect to information on the item parameters are presented. The following cases are considered: (1) known ability parameters; (2) unknown ability parameters; (3) item sets with multiple ability scales; and (4) response models with multiple item parameters. The models are able to cope with hierarchical structures in the population of examinees as well as the domain of content, and allow for practical constraints with respect to such items as test content, curricular differences between groups, or time available for item administration. An example with test data from a national assessment study illustrates the use of the models. This methodology was applied to an imagined third study of the Dutch part of the Second Mathematics Study of the International Association for the Evaluation of Educational Achievement for the three subject areas of Geometry, Algebra, and Arithmetic for a sample of 400 seventh graders. The LANDO computer program was used to solve the models, illustrating their utility. (Author/SLD)

ED 308 263 UD 026 808

Kentucky State Plan for the Education of Homeless Children and Youth.

Kentucky State Dept. of Education, Frankfort. Div. of Compensatory Education.

PUB DATE- Apr 89
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Programs; *Homeless People; Program Administration; *Program Implementation; Social Services; State Federal Aid; State Programs; *Student Needs; Student Problems; Student Welfare
IDENTIFIERS- *Kentucky; *Stewart B McKinney Homeless Assistance Act 1987

This report describes Kentucky's response to the mandate of the Stewart B. McKinney Homeless Assistance Act of 1987. The report is comprised of a preface, ten sections, and seven appendices. Section 1 presents definitions of terms used in the report. Section 2 describes Kentucky policy for an annual count of homeless children and youth. Section 3 defines residency requirements for homeless students. Section 4 is a statement of Kentucky school placement requirements. Section 5 reports State policy for special programs and services. Section 6 describes records requirements for homeless students. Section 7 describes State response to transportation requirements. Section 8 describes mechanisms for the resolution of disputes. Section 9 enumerates State Educational Agency (SEA) responsibilities. Section 10 is a description of procedures for public hearings. The following reprinted material is appended: (1) Subtitle B of the McKinney Act; (2) a special amendment to school data form for homeless students; (3) a data form for counting school-aged homeless children and youth; (4) a status report form on compliance with the McKinney Act; (5) a list of Advisory Council on the Homeless members; (6) an example of a letter of appointment to the Council; and (7) the Kentucky Coalition for the Homeless mission statement. (AF)

Wells, Amy Stuart
Educating Homeless Children. ERIC/CUE Digest No. 52.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-UD-89-2
PUB DATE- 89
NOTE- 4p.
CONTRACT- OERI-R188062013
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Children; *Educational Needs; Elementary Secondary Education; *Emergency Programs; Equal Education; Federal Legislation; Federal State Relationship; *Homeless People; Literature Reviews; *Student Needs; Urban Education
IDENTIFIERS- *Stewart B McKinney Homeless Assistance Act 1987

Despite numerous special problems, urban schools are attempting to develop programs to meet the needs of homeless children. National estimates of the number of homeless school-age children range as high as 440,000, at least one-half of whom do not attend school. The Stewart B. McKinney Homeless Assistance Act of 1987 includes a section that addresses the educational needs of homeless children. Its provisions revise school residency and guardianship laws and require states to develop plans to assure that homeless children are provided the same services as other students. The following educational problems are most frequently cited: (1) transportation to and from school; (2) prompt transfer of student records from school to school; (3) incomplete or missing health records; (4) difficulty in assessing the needs of transient homeless students; (5) unavailability of a proper home study environment; (6) low parent involvement; (7) lack of community services to support attendance; and (8) emotional and socialization problems. The following programs could be provided given adequate funding and support: (1) school-shelter liaisons; (2) after school and extended day programs; (3) special tutoring programs; (4) preschool problems; (5) in-school social workers and counselors; and (6) in-service teacher training. A list of six references is appended. (FMW)

ED 308 196 SP 031 554

Turnbull, Brenda
A Comparison of Service Modes in ED's (The Department of Education's) Technical Assistance Programs. Laboratory Policy Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 25p.; For other documents related to the Regional Educational Laboratory recompetition of 1990, see SP 031 546-556.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Education Service Centers; Elementary Secondary Education; *Federal Aid; *Regional Laboratories; *Regional Programs; *Research Coordinating Units; *Resource Centers; Shared Resources and Services
IDENTIFIERS- *Regional Educational Laboratories

The five Education Department (ED) programs described in this paper provide services that are like those of Regional Education Laboratories in some ways, and unlike them in others. The laboratories are expected to achieve efficiencies by providing most of their help indirectly, by working "with and through" other agencies and organizations engaged in work related to educational improvement. Descriptions of the five ED programs include each program's funding level, purpose, activities, clientele, and requirements for coordination with other service providers and for evaluation. The review indicates that indirect service as practiced by the Regional Educational Laboratories appears to be a unique phenomenon in ED's technical assistance activities. The other assistance programs typically touch base with some other assistance-oriented agency, most often a State Education Agency; they coordinate their work with that of others (chiefly to avoid duplication of services); and they may achieve efficiencies by training trainers or identifying and disseminating models. An analysis of these and other contrasts between the laboratories and ED's other assistance programs is presented. (JD)

ED 308 209 TM 013 425

Johnson, Lucie R.

Ten Percent More: What Learning Process Dimensions Can Add to the Prediction of First Year College Students' Academic Success.

PUB DATE- Mar 89

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Achievement Tests; *College Freshmen; Grade Point Average; Grade Prediction; Higher Education; *Learning Processes; Predictive Measurement; *Predictor Variables; *Reading Ability; *Standardized Tests

IDENTIFIERS- American College Testing Program; Preparatory Scholastic Aptitude Test; Scholastic Aptitude Test; Study Process Questionnaire (Biggs)

The object of this study was to find out whether learning process and reading variables predict first-year grade point average (GPA) in college. The learning process variables were: (1) deep learning; (2) surface learning; and (3) achievement orientation. Reading variables dealt with factual and inferential knowledge. Also examined was whether these variables retain independent predictive values when used in combination with other predictors such as high school rank, American College Testing scores, and Scholastic Aptitude Test (SAT) and Preparatory SAT scores. The Biggs Study Process Questionnaire, a short article, and a set of multiple-choice questions about the article were administered to 60 female and 41 male first-year students in their second semester at a small liberal arts college. Achievement orientation and inferential knowledge predicted 28.7% of the GPA variance. Multiple regression analyses showed that learning process and reading variables (mainly achievement orientation and inferential knowledge) are significant independent predictors of first-year college GPA, even when used in combination with standardized tests, high school rank, or a combination of both. These results were discussed in terms of admission, retention, and curricular policies. (Author/SLD)

ED 308 236 TM 013 624

Davidoff, Stephen H.
Chapter 1 Reading and Mathematics Achievement: 1987-1988. Report No. 8902.
Philadelphia School District, Pa. Office of Research and Evaluation.
PUB DATE- Aug 88
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Annual Reports; Compensatory Education; Economically Disadvantaged; Elementary School Students; Elementary Secondary Education; *Mathematics Achievement; *Program Evaluation; *Reading Achievement; *Remedial Mathematics; *Remedial Reading; School Districts; Secondary School Students; Urban Schools
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Philadelphia School District PA

The major purpose of this inquiry was to examine the impact of Chapter I services upon student achievement in reading and mathematics in the Philadelphia (Pennsylvania) School District during the 1987-88 school year. The program affects 162 schools and more than 50,000 children by providing services to those having the lowest academic achievement in schools with the greatest concentration of students from low-income families. The 1986-87 evaluation suggested that there were differences in achievement that should be considered preliminary unless replicated during 1987-88. Data sources for the 1987-88 study included the Pupil Directory Information System, City-Wide Testing Program, Data Confirmation Lists, and High School Roster File. Prior to 1986, the Chapter 1 evaluation analysis indicated that there were no important differences across project types as far as student achievement was concerned. Data from the 1986-87 evaluation indicated that there were differences across project types. The 1987-88 results do not replicate the 1986-87 findings for: benchmark (reading and mathematics); elementary mathematics resource teachers; and Option 4 mathematics. The findings for Option 4 reading and Junior/Middle school mathematics projects were note replicated. Data are presented via five tables and four graphs. (TJH)

ED 308 250 TM 013 670

Vos, Hans J.
The Use of Decision Theory in the Minnesota Adaptive Instructional System. Research Report 88-6.

Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE- Apr 88
NOTE- 37p.
AVAILABLE FROM- Bibliotheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Bayesian Statistics; *Computer Assisted Instruction; Decision Making; Statistical Analysis
IDENTIFIERS- Adaptive Instructional Systems; *Decision Theory; *Minnesota Adaptive Instructional System

The application of the Minnesota Adaptive Instructional System (MAIS) decision procedure by R. D. Tennyson et al. (1975, 1977) is examined. The MAIS is a computer-based adaptive instructional system. The problems of determining the optimal number of interrogatory examples in the MAIS can be formalized as a problem of Bayesian decision making. Two features of the MAIS decision procedure can be improved by using other results from this decision-theory approach. The first feature deals with the determination of the loss ratio "R." A lottery method for assessing this ratio empirically is discussed. The second feature concerns the choice of the loss function involved. It is argued that in many situations, the assumed threshold loss function in the MAIS is an unrealistic representation of the loss actually incurred. A linear utility function is proposed to meet the objections to threshold loss. Whether or not these two innovations are really improvements of the present decision component in the MAIS in terms of student performance on posttests, learning time, and amount of instruction must be decided on the basis of experiments. Research projects for these areas have already been planned. One table and one figure illustrate the decision theory approach. A 38-item list of references is included. (SLD)

ED 308 264 UD 026 809

The Stewart B. McKinney Homeless Assistance Act. Revised Summary.
National Coalition for the Homeless, Washington, DC.
PUB DATE- 22 May 89
NOTE- 28p.
AVAILABLE FROM- National Coalition for the Homeless, 1439 Rhode Island Avenue, NW, Washington, DC 20005.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Community Services; *Economically Disadvantaged; *Emergency Programs; Federal Legislation; *Federal Programs; Health Services; *Homeless People; Housing Needs; Job Training; Mental Health Programs; Program Descriptions; Social Services; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Shelters; Single Room Occupancy; *Stewart B McKinney Homeless Assistance Act 1987

The Stewart B. McKinney Homeless Assistance Act of 1987 was reauthorized for another two years by the Omnibus McKinney Homeless Assistance Act of 1988. This report summarizes the nine titles of the McKinney Act, including changes brought about in the 1988 reauthorization. Title I covers general provisions of the Act. Title II establishes the Interagency Council on the Homeless. Title III creates the Emergency Food and Shelter Program. Title IV supplies housing assistance through the following means: (1) emergency shelter grants; (2) a supportive housing demonstration program; (3) supplemental assistance for facilities to assist the homeless; and (4) assistance for single room occupancy units. Title V provides for the identification and use of surplus Federal property. Title VI authorizes health care for the homeless in the following categories: (1) primary health and substance abuse services; and (2) community mental health services. Title VII establishes education, training, and community services programs for the following purposes: (1) adult literacy; (2) education for homeless children; (3) job training for the homeless; (4) emergency community services grants; and (5) jobs for employable dependent individuals. Title VIII provides for homeless veterans. Title IX deals with aid to families with dependent children and unemployment compensation. Two budget charts are appended to the report. (AF)

ED 308 223 TM 013 584

Nelson, Orville; And Others
Corrections Education Evaluation System Project. Site Visit Report.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.; Wisconsin State Dept. of Public Instruction, Madison.; Wisconsin State Div. of Corrections, Madison.
PUB DATE- Jul 88
NOTE- 8p.; Also sponsored by the East-Central Wisconsin VTAE Consortium.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Competency Based Education; *Correctional Education; Correctional Institutions; Criminals; Evaluation Methods; *Program Evaluation; *State Programs; Technical Education; *Vocational Education
IDENTIFIERS- *Site Visits; *Wisconsin

Site visits to five correctional institutions in Wisconsin were conducted as part of the development of an evaluation model for the competency-based vocational education (CBVE) project for the Wisconsin Correctional System. The evaluators' perceptions of the CBVE system are presented with recommendations for improvement. Site visits were conducted at Waupun, Fox Lake, Kettle Moraine, Taycheedah, and Black River Falls prisons. Evaluators reported these impressions of the CBVE program: (1) the competency based system was being implemented in the institutions, but the use of the system was still fragmented; (2) correctional education teachers appreciated opportunities to work with staff of the Center for Vocational, Technical, and Adult Education at the University of Wisconsin-Stout in developing curriculum guides and other materials; (3) teachers and staff at the prisons were dedicated and concerned about their work; (4) meeting security requirements of a prison system often causes disruptions in education that are minimized by competency-based and articulated programs; and (5) teachers used the competency-based materials when available and thought they were useful. Recommendations for continuation of the

CBVE system are based on these observations and emphasize the importance of regular evaluation. (SLD)

ED 308 277 UD 026 899

Ascher, Carol; Schwartz, Wendy
School-College Alliances: Benefits for Low-Income Minorities.
ERIC/CUE Digest No. 53.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-UD-89-3
PUB DATE- 89
NOTE- 4p.; For related document, see UD 026 803.
CONTRACT- OERI-RI88062013
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Articulation (Education); College Preparation; *College Role; *College School Cooperation; Cooperative Programs; *Disadvantaged Youth; Economically Disadvantaged; High Risk Students; Literature Reviews; Minority Group Children; *Program Design; *School Role
IDENTIFIERS- *Collaboratives

Despite the proliferation in the last decade of school-college collaboratives designed to help disadvantaged students, a number of unsolved problems about their operation have limited their effectiveness. Schools and colleges collaborate to solve mutual problems in the areas of student development, school improvement, and college improvement. Some of the most common collaborative activities include the following: (1) college-level study in high school; (2) academic counseling; (3) tutoring, mentoring, and skills building; (4) campus tours and contact with college students; (5) summer remedial or college programs; (6) parent involvement programs; (7) teacher development; and (8) curriculum improvement. Current collaboratives stress collegiality and equality in the relationships between the participating schools and colleges. Issues to be considered in the collaboration process include the following: (1) leadership; (2) hands-on participation by partners; (3) funding; and (4) respect for the natural stages of development. Networks of collaboratives can share lessons, give mutual support, and develop models. Among other considerations, the general perception is that school personnel, rather than the disadvantaged students who were the intended beneficiaries, benefit most from collaboration. A list of six references is appended. (FMW)

ED 308 197 SP 031 555

Dunn, William

Regional Educational Laboratories: The Strategy of Usable Ignorance. Laboratory Policy Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 89
NOTE- 37p.; For other documents related to the Regional Educational Laboratory recompetition of 1990, see SP 031 546-556.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Diffusion (Communication); Elementary Secondary Education; *Field Studies; *Information Dissemination; *Information Networks; *Linking Agents; Program Improvement; *Regional Laboratories; *Research and Development; Resource Allocation
IDENTIFIERS- *Regional Educational Laboratories

Commencing as a reasonably funded research and development enterprise, the Regional Educational Laboratory Program has become an undercapitalized knowledge transfer operation, an "information utility," responsible for improving schools but constrained by inadequate funds and restrictive policies which confine the labs to working "with and through" state and local education agencies. Drawing upon Office of Educational Research and Information (OERI) program documents and recent syntheses of research on knowledge transfer, this paper explores the following questions: (1) How does the laboratory program compare with similar or analogous initiatives in areas such as agriculture, industry, defense, and health? (2) What new strategies might be developed to enhance the performance of regional educational laboratories in improving schools? and (3) How can regional educational laboratories improve their performance in transferring knowledge which helps revitalize American schools? The central argument of the paper is that regional educational laboratories are vital elements of a complex social system of educational knowledge. It is suggested that it might be prudent to focus resources on the design and conduct of quasi-experimental field studies involving alternative strategies for transferring educational research and development to those who need it. (JD)

ED 308 210 TM 013 427

Yager, Geoffrey G.; And Others
The Development and Validation of an Instrument to Measure Counseling Supervisor Focus and Style.
PUB DATE- Mar 89
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Educators; *Counselor Training; *Measures (Individuals); *Personality Measures; *Supervisors; Supervisory Methods; *Test Construction; Test Validity
IDENTIFIERS- *Counselor Supervisors; *Supervisor Subordinate Relationship

An instrument was developed to assess the extent to which a supervisor might use a given focus or use a certain style with a counseling trainee. The development of the instrument began with a brainstormed list of items that would represent elements of the discrimination model for supervision proposed by J. M. Bernard (1979). These elements represented divisions of the focus and style dimensions of the model. The generated items were revised to form an instrument. To assess the reliability and validity of the subscales, a set of nine written supervision vignettes was developed and tested with 63 practicing supervisors, each of whom read one vignette (groups of seven supervisors each were randomly assigned to review the nine vignettes). Results illustrate the substantial reliability of the focus and style measures. Evidence for validity was less clear, but still adequate. The general personality-oriented scales were relatively unrelated to the supervisory subscales, suggesting that general personality orientation cannot explain an experienced supervisor's reactions to a supervisee. Data also show that the choice of a supervisory style or focus is not a simple and straightforward decision. The new instrument appears to have promise as a tool to investigate the supervisor's reaction to a variety of characteristics of the trainee. Four tables and one figure present study data. Four of the sample vignettes and the questionnaire are appended. (SLD)

ED 308 251 TM 013 671

van der Burg, Eeke; de Leeuw, Jan

Nonlinear Redundancy Analysis. Research Report 88-1.

Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE- Mar 88
NOTE- 35p.
AVAILABLE FROM- Bibliotheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Algorithms; Attitude Measures; Computer Oriented Programs; *Correlation; Foreign Countries; *Least Squares Statistics; Multivariate Analysis; Predictor Variables; Statistical Analysis
IDENTIFIERS- CANALS (Computer Program); Canonical Redundancy Statistic; Netherlands; *Nonlinear Models; Optimal Scaling; Parliamentarians; REDUNDALS Technique; *Redundancy Analysis

A non-linear version of redundancy analysis is introduced. The technique is called REDUNDALS. It is implemented within the computer program for canonical correlation analysis called CANALS. The REDUNDALS algorithm is of an alternating least square (ALS) type. The technique is defined as minimization of a squared distance between criterion variables and weighted predictor variables. With the help of optimal scaling, the variables are non-linearly transformed. An application of the REDUNDALS technique used data from a survey conducted with members of the Dutch parliament who gave their opinions on seven issues and their preference votes for political parties. This example illustrates that the non-linear redundancy analysis corresponds to a multivariate multiple regression with optimal scaling. In the case of the Dutch parliamentary data, the REDUNDALS results are mostly comparable with the numerical CANALS analysis. The programs are combined, but CANALS finds directions in both sets of variables that correlate maximally, independent of how much variance is explained, while REDUNDALS explains as much variance as possible in every criterion direction. Two tables provide information about the parliamentary study, and a figure illustrates the monotone transformations of the variables. A 33-item list of references is included. (SLD)

ED 308 224 TM 013 590

Hopkins, Kenneth D.; Gullickson, Arlen R.

Monetary Gratuities in Survey Research: A Meta-Analysis of Their Effects on Response Rates.

PUB DATE- Mar 89

NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; Evaluation Methods; *Mail Surveys; Meta Analysis; *Questionnaires; *Research Methodology; Responses; Statistical Bias; Testing Problems

IDENTIFIERS- Followup Materials; Gratuities; Market Research; *Monetary Incentives; Nonresponders; *Response Rates (Questionnaires); Survey Research

The effects of monetary gratuities on response rates to mail surveys have been considered in a number of studies. This meta-analysis examined: (1) the nature of the population surveyed; (2) the effects of gratuities in relation to the number of follow-ups; (3) whether the gratuity was equally effective across different populations; (4) whether the gratuity was promised or enclosed; and (5) the year of publication of the study. The bulk of the studies was done in the context of market research. Findings indicate that a monetary gratuity can be a powerful tool for decreasing non-response bias in mail surveys. Although follow-up mailings generally increased response rates in themselves, the gratuity typically had more impact than did an additional mailing. The gratuity was almost equally effective for professional and general populations. Enclosing the gratuity was more effective than was promising it upon return of the questionnaire. The year of publication had some effect in that the impact of the gratuity was slightly greater in earlier studies. The additional expense of the gratuity to improve response rates appeared cost-effective for most purposes. These findings have clear implications for survey practice. When differences in response with and without gratuities were found, they tended to show greater response integrity in the gratuity-receiving group. (SLD)

ED 308 237 TM 013 629

Boekkooi-Timminga, Ellen
The Construction of Parallel Tests from IRT-Based Item Banks. Project Psychometric Aspects of Item Banking No. 43. Research Report 89-2.
Twente Univ., Enschede (Netherlands). Dept. of Education.
SPONS. AGENCY- Netherlands Organization for Scientific Research.
PUB DATE- Mar 89
NOTE- 36p.
AVAILABLE FROM- Bibliotheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Heuristics; *Item Banks; Latent Trait Theory; Mathematical Models; Simulation; *Test Construction; Testing Problems; Test Items
IDENTIFIERS- Information Function (Tests); Linear Models; *Parallel Test Forms; Rasch Model; Three Parameter Model; Zero One Programming

The construction of parallel tests from item response theory (IRT) based item banks is discussed. Tests are considered parallel whenever their information functions are identical. After the methods for constructing parallel tests are considered, the computational complexity of 0-1 linear programming and the heuristic procedure applied are discussed. Two methods for selecting parallel tests in succession (sequential test construction) are formulated. The first uses a non-partitioned item bank (Method 1), and the second uses a partitioned item bank (Method 2). Two methods are also reviewed for simultaneous test construction, one for non-partitioned item banks (Method 3) and one for partitioned item banks (Method 4). A heuristic procedure is used for solving these 0-1 linear programming problems. A simulation study compared these methods using two item banks, each consisting of 100 items. Satisfactory results were obtained, both in terms of the amount of central processing unit time needed and the differences between the information functions of the parallel tests selected. It was concluded that when the Rasch model fits the items, sequential test construction methods are preferable. For the three-parameter model, the use of Method 1 is inappropriate. Three tables give the results by different methods. (SLD)

ED 308 265 UD 026 814

Urban Education in New Jersey.

New Jersey State Dept. of Education, Trenton.
PUB DATE- 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; *Educational Strategies; Elementary Secondary Education; School Districts; *State Aid; *State Programs; *State School District Relationship; *Urban Education; Urban Problems
IDENTIFIERS- New Jersey Department of Education

Thirty-six percent of New Jersey's school population attend schools in areas classified as urban. The state has reviewed and increased its role in helping local educators overcome the difficulties of the urban environment and strengthen the schools in these districts. This role is summarized in a presentation of programs and other initiatives, including the following: (1) High School Proficiency Test assistance; (2) the Urban Initiative to improve education quality; (3) the 10,000 Graduates...10,000 Jobs program; (4) Urban Youth Centers; (5) Prekindergarten Educational and Child Care Centers; (6) the appointment of staff and advisors to addressing urban needs; (7) the monitoring of school districts; (8) intervention when school districts fail to meet state standards; (9) compensatory education; (10) the Partners in Learning campaign; (11) the Adult Literacy Initiative; (12) incentives for basic skills improvement; (13) the basic skills program improvement process; (14) Bilingual Education and English-as-a-Second-Language; (15) the Academy for the Advancement of Teaching and Management; (16) educational technology and training centers; (17) the Effective Schools Initiative; (18) efforts to recruit and reward minority teachers; and (19) programs to improve student behavior. (VM)

ED 308 278 UD 026 900

Norton, Cheryl S.
Mentoring: A Representative Bibliography.
Columbia Univ., New York, N.Y. Teachers College.; ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 47p.; For related document, see UD 026 802.
CONTRACT- OERI-RI88062013
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adolescents; Annotated Bibliographies; *Career Development; Counseling; Disadvantaged Youth; Females; Guidance; High Risk Persons; *Interpersonal Relationship; *Interprofessional Relationship; *Mentors; Modeling (Psychology); *Role Models; Significant Others; Young Adults
IDENTIFIERS- *Protege Mentor Relationship

This annotated bibliography provides a representative sample of the available literature on mentoring. It reviews both qualitative and quantitative research, and covers specific mentoring programs, program implementation, and testimonials to the benefits of mentoring. Materials covered include 40 journal articles, conference papers, books, and dissertations. They are arranged alphabetically by author. Publication dates range from 1978 to the present. Terminology for participants in the mentoring process, and for the process itself, vary throughout the literature. A number of synonyms for mentor (including sponsor, patron, model, and developer) and mentee (including protege, apprentice, modeler, and developee) are used, depending on authorial perspective and the context of the mentoring experience. In most cases, formal or programmatic mentoring, in which mentors are assigned to mentees, is under consideration. Materials covered in the bibliography were selected because they convey a clear sense of mentors, mentees, and the mentoring process; they are intended to provide a starting point for an exploration of the literature. Annotations include detailed summaries of item contents. (Author/AF)

ED 308 198 SP 031 556

Mason, Ward S.
Regional Educational Laboratory Approaches to Educational Improvement: A Descriptive Synthesis.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 224p.; For other documents related to the Regional Educational Laboratory recompetition of 1990, see SP 031 546-555.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Cooperation; Elementary Secondary Education; *Governance; *Institutional Mission; *Long Range Planning; Needs Assessment; *Program Improvement; *Regional Laboratories; Research and Development Centers
IDENTIFIERS- *Regional Educational Laboratories

This study describes the nine regional educational laboratories supported by the Office of Educational Research and Improvement (OERI). The labs are operating under 5-year contracts for 1986-1990. The study analyzed lab-produced documents, describing lab operation for the first 2 years of this period, highlighting the status of the program at the end of the second contract year. The documents were largely management documents (plans, annual reports, self-assessment reports, etc.) rather than program documents. Following an introduction on the background and mission of the labs, chapter two covers the governance and organization of the labs and the approaches used to establish each lab and to negotiate its niche in the region's organizational infrastructure. Chapter three covers the extensive planning system of needs sensing, capability, assessment, self-assessment, and priority setting. The fourth chapter deals with the work of the labs with state-level decision makers. Chapter five discusses providing research and development-based services with and through existing organizations. The final chapter offers a summary and conclusions. Appendixes present excerpts from a request for proposal and examples of task structures, taken from proposals, of laboratory programs focused on improving administrative leadership. (JD)

ED 308 211 TM 013 528

Linacre, John M.

Rasch Models from Objectivity: A Generalization.

PUB DATE- Mar 89
NOTE- 11p.; Paper presented at the International Objective Measurement Workshop (5th, Berkeley, CA, March 26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Equations (Mathematics); Evaluators; *Generalization; *Latent Trait Theory; Mathematical Models; *Psychometrics; *Rating Scales
IDENTIFIERS- *Objectivity; Paper and Pencil Tests; Parametric Analysis; *Rasch Model; Three Parameter Model; Two Parameter Model

Rasch models for fundamental measurement in the psychological sciences are derived from the principle of specific objectivity, the requirement that the parameter value representing each component in a test situation be independent of the other components. The dichotomous Rasch model for two-faceted analysis, applicable to conventional paper-and-pencil tests, is constructed. The many-faceted Rasch model is also derived by means of a three-faceted example, comprising judges, examinees, test items, and a rating scale, which is applicable to many judging situations. Any other particular form of the many-faceted model may also be derived in a similar manner. (Author/TJH)

ED 308 238 TM 013 630

Kelderman, Henk
Loglinear Multidimensional IRT Models for Polytomously Scored Items. Project Psychometric Aspects of Item Banking No. 41. Research Report 88-17.
Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE- Nov 88
NOTE- 39p.
AVAILABLE FROM- Bibliotheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Early Childhood Education; Equations (Mathematics); Estimation (Mathematics); Foreign Countries; Goodness of Fit; *Latent Trait Theory; Learning Problems; Mathematical Models; Maximum Likelihood Statistics; *Multidimensional Scaling; *Scoring; *Test Items; Young Children
IDENTIFIERS- *Log Linear Models; Multidimensional Models; Netherlands; Partial Credit Model; *Polytomous Scoring; Rasch Model; Response Function Discrepancies

A loglinear item response theory (IRT) model is proposed that relates polytomously scored item responses to a multidimensional latent space. Each item may have a different response function where each item response may be explained by one or more latent traits. Item response functions may follow a partial credit model (D. Andrich, 1978; and G. N. Masters, 1982), a multidimensional Rasch model (G. Rasch, 1961; and E. B. Andersen, 1973, 1983), or other forms of response functions to be defined by the user. Conditional maximum likelihood estimates are derived, and the models may be tested generally or against alternative loglinear models. The latter tests are sensitive to deviations from local independence subgroup invariance or assumptions about the form of the operating characteristic curves. The model was illustrated through application to data from a test to identify learning problems in Dutch children from 4 to 6.5 years of age. Fifteen items were administered to 66 children aged 4 to 5 years, 132 children aged 5 to 5.5 years, and 65 children aged 5.5 to 6 years. Three appendices illustrate the dichotomous Rasch model, the partial credit model, and Rasch's multidimensional model. Two tables contain data from the illustrative study and three figures give examples to support the text. (SLD)

ED 308 252 UD 026 483

$25 Million Initiative To Assist Immigrant Women.

Canada Employment and Immigration Commission, Ottawa (Ontario).
PUB DATE- 27 Oct 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; Adjustment (to Environment); Adult Basic Education; Adult Education; Adult Programs; Basic Skills; Cooperative Programs; English (Second Language); Federal Programs; *Females; Foreign Countries; French; *Immigrants; *Job Training; Orientation; *Outreach Programs; Private Agencies; Program Descriptions; Public Agencies; Refugees; *Second Language Instruction
IDENTIFIERS- *Canada; Canadian Government

The Canadian federal government will commit $25 million to an initiative aimed at assisting immigrant women. The initiative will support settlement orientation, and language and skills training to help immigrant women adapt to Canadian life and enhance their employment opportunities. Funding areas include the following: (1) delivery of basic language skills training and improvement of general orientation programs in overseas refugee camps; (2) expansion of orientation and basic settlement language skills assistance programs in Canada; and (3) increased workplace training for women. Program components include the following: (1) enhancing the orientation counseling provided by non-government field workers and External Affairs personnel abroad; (2) expanding and focusing the efforts of the Immigrant Settlement and Adaption Program (ISAP) and the Settlement Language Training Program (SLTP), with the emphasis on increasing the role of non-governmental organizations; and (3) introducing a new program under the Canadian Jobs Strategy administered by Employment and Immigration Canada for language and skills upgrading in the workplace. The project will begin early in the 1989/90 fiscal year. (FMW)

ED 308 266 UD 026 818

The Texas State Plan for the Education of Homeless Children and Youth.

Texas Education Agency, Austin. Div. of Special Programs.
PUB DATE- May 89
NOTE- 60p.; Some pages contain marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Programs; *Homeless People; Program Administration; *Program Implementation; Social Services; State Federal Aid; State Programs; *Student Needs; Student Problems; Student Welfare
IDENTIFIERS- *Stewart B McKinney Homeless Assistance Act 1987; *Texas

Texas's state plan for homeless education is presented in response to requirements of Title VII-B of the Stewart B. McKinney Homeless Assistance Act of 1987. The plan is comprised of prefatory material, four main sections, and four appendices. The prefatory material consists of the following parts: (1) a prefatory statement; (2) a copy of the federal assistance form for Texas; (3) assurances of compliance; and (4) budget information. The first section, "Definitions," defines the following terms: (1) "homeless children and youth"; (2) "free and appropriate public education"; and (3) "school-age." The second section, "Statement of the Problem," enumerates 22 difficulties for homeless education within the following categories: (1) barriers to data collection; (2) barriers to enrollment; and (3) barriers to attendance and success in school. The third section, "Objectives and Activities," describes goals in the following areas: (1) data collection; (2) residency and guardianship requirements; (3) school choice and dispute resolution; (4) unexcused absences policy; (5) parent awareness and participation; (6) school personnel sensitivity; (7) development of a best practices manual; (8) inter-agency coordination; and (9) a homebound services feasibility study. The following appendices are included: (1) a list of Advisory Task Force members; (2) sample strategies and systems; (3) a copy of Subtitle VII-B of the McKinney Act; and (4) a student record data collection form. (AF)

ED 308 225 TM 013 594

Gottfredson, Gary D.; Gottfredson, Denise C.
School Climate, Academic Performance, Attendance, and Dropout.
SPONS. AGENCY- Charleston County School District, North Charleston, S.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 60p.
GRANT- OERI-G-90006; R117P80006
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Attendance; *Dropouts; *Educational Environment; Elementary Secondary Education; Grade Repetition; *Predictor Variables; Rating Scales; School Effectiveness; Teacher Attitudes; Teacher Characteristics
IDENTIFIERS- Charleston County School District SC; *Effective Schools Battery; *Teacher Surveys

Correlates of the teacher scales from the Effective School Battery (ESB) were examined in the Charleston County School District (CCSD) in South Carolina. Focus was on determining the relations between the ESB teacher scales and student academic achievement, progress through the grades, attendance, and dropout. This study was conducted as part of a collaborative effort of the CCSD and university researchers to increase understanding of grade retention and dropout in the district and to devise a plan to ameliorate these problems. The ESB assesses several dimensions of school climate by supplementing traditional academic achievement testing program data with indicators of other important organizational outcomes. Links were examined between the teacher scales and several measures of school academic outcomes and student attendance in 42 elementary schools and between 11 and 18 middle schools and high schools. Student surveys of the ESB were not examined. The ESB teacher surveys measured nine dimensions of school psychosocial climate and seven characteristics of the teacher population. Results show that the ESB scales were related to academic performance, especially in the elementary grades; to attendance; and to dropout in the middle schools and high schools. These correlations often persisted when statistical controls for student ethnic composition and economic status were applied. Scales with relatively consistent and sizable correlations with salutary educational outcomes were safety, morale, planning and action, resources, parent-community involvement, personal security, and classroom orderliness. Twenty-four tables provide study data (focusing on grades 1, 2, 3, 6, 8, and 10), and two figures list the ESB teacher scales. (SLD)

ED 308 279 UD 026 901

Natriello, Gary
What Do Employers Want in Entry-Level Workers? An Assessment of the
Evidence. Trends and Issues #12.
Columbia Univ., New York, N.Y. Teachers College.; ERIC Clearinghouse
on Urban Education, New York, N.Y.; National Center on Education
and Employment, New York, NY.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.
PUB DATE- Jun 89
NOTE- 17p.
CONTRACT- OERI-RI88062013
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Teachers
College, Box 40, Columbia Univ., New York, NY 10027 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071) Reports - Descriptive
(Program/Project Descriptions) (141) Other/Miscellaneous (Not
Classifiable Elsewhere) (999)
DESCRIPTORS- *Economic Development; Educational Change; *Education
Work Relationship; Employees; *Employer Attitudes; *Employer
Employee Relationship; Employers; *Entry Workers; Futures (of
Society); Job Skills; Labor Supply; Productivity; *Role of
Education

This study explores the correlation between school reform and national economic performance by examining employer needs to fill entry-level positions in the workforce. A widely held assumption contends that the performance of the schools in preparing educated workers bears directly on the development of a productive and efficient economy. This study evaluates available relevant research. An introduction reviews the association between education and the world of work. The first section, "The Needs of Employers for New Employees," describes growing concern about the adequacy of entry workers. The second section, "Representative Studies of Employer Needs," summarizes 14 recent studies, including sampling strategies, substantive focus, and major findings. The third section, "Dimensions of Studies," discusses six key variables that influence interpretation of the findings. The fourth section, "Deficiencies of the Studies," finds significant weaknesses in the studies' interpretative value. The fifth section, "Interpreting the Results of Studies of Employer Needs," describes the following perspectives involved in hiring decisions: (1) technical; (2) control; (3) institutional; and (4) political. A concluding section finds the linkage among employer needs, school reform, and economic development to be unclear, based on current evidence. A list of 27 references is appended. (AF)

ED 308 199 TM 012 889

Biggs, John B.

Learning Process Questionnaire Manual. Student Approaches to Learning and Studying.

Australian Council for Educational Research, Hawthorn.

SPONS. AGENCY- Australian Education Research and Development Committee, Canberra.; Australian Research Grants Scheme.; Newcastle Univ. (Australia).

REPORT NO.- ISBN-0-86431-001-3

PUB DATE- 87

NOTE- 46p.; For related documents, see TM 012 890-891.

AVAILABLE FROM- Australian Council for Educational Research Ltd., Radford House, Frederick St., Hawthorn 3122, Australia.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Foreign Countries; Learning Motivation; *Learning Processes; Learning Strategies; *Questionnaires; *Rating Scales; Secondary Education; *Secondary School Students; Test Manuals; Test Reliability; Test Validity

IDENTIFIERS- Australia; *Learning Process Questionnaire (Biggs); Self Report Measures

This manual describes the theory behind the Learning Process Questionnaire (LPQ) used in Australia and defines what the subscale and scale scores mean. The LPQ is a 36-item self-report questionnaire that yields scores on three basic motives for learning and three learning strategies, and on the approaches to learning that are formed by these motives and strategies. School learning is affected by personal factors--those belonging to the student, situational factors, and process factors; the students' motives for learning; and their accompanying strategies. The student's approach to learning is a composite of a motive and an appropriate strategy. Three approaches to learning are: (1) surface--the minimal meeting of requirements; (2) deep--intrinsic interest in what is being learned; and (3) achieving--to enhance ago and self-esteem to obtain the highest grades. These three approaches are fairly consistent orientations and can be measured by the LPQ. There are separate norms for males and females at age 14 years and at year 11 of schooling. Directions for administering, scoring, and interpreting LPQ scores are given, with suggestions about how they may be used by teachers and counselors. Statistical information about the LPQ's reliability and validity, four data tables, six figures, and eight tables of norms are also provided. The LPQ is enclosed. (SLD)

ED 308 212   TM 013 535

Heath, Robert W.; And Others
Development of the Home Learning Environment Profile.
Kamehameha Schools/Bernice Pauahi Bishop Estate, Honolulu, HI.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Apr 88
NOTE- 70p.

GRANT- MCJ-153565-02-0; MCJ-157001-01
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Cultural Context; Educational Assessment; *Educational Environment; *Family Environment; Interviews; Parent Child Relationship; *Predictive Validity; *Preschool Children; Preschool Education; Rating Scales; Socioeconomic Influences; *Test Construction; Test Reliability; Test Validity; Time Factors (Learning)
IDENTIFIERS- Hawaii; *Home Learning Environment Profile

The development and validation of the Home Learning Environment Profile (HLEP) are outlined. The HLEP instrument was designed to assess successful preschool home educational programs for Hawaiian families. The instrument covers sociodemographic, cultural, and environmental factors of Hawaiian families. After an extensive review of published instruments, an interdisciplinary team of researchers and program developers was formed to draft and pilot the interview instrument. Item and cluster analyses and reliability computations were preformed for 42 female and 41 male children enrolled in Kamehameha Schools' (Hawaii) preschools. Seven scales were derived to assess home learning experience, parental responsibility for teaching, parental expectations, educational engagement, child autonomy, reported time allocated by the child to 10 home activities, and time allocated to preferred home activities out of the 10 specified. The most interesting finding of this research is that a rigorous assessment of home environment variables can be as predictive of educational achievement of young children as are individually administered intelligence tests. HLEP scales correlate differentially with tests of verbal, quantitative, and psychomotor skills. These findings indicate that intelligence test scores and status measures, such as socioeconomic status and birth order, represent predictive dead ends. Eighteen data tables and two bar graphs are included. (TJH)

ED 308 253 UD 026 637

Riddle, Wayne C.
Education for Disadvantaged Children: Major Themes in the 1988 Reauthorization of Chapter 1. CRS Report for Congress.
Library of Congress, Washington, D.C. Congressional Research Service.
REPORT NO.- 89-7-EPW
PUB DATE- 2 Jan 89

NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Basic Skills; *Compensatory Education; Dropout Prevention; Early Childhood Education; *Educational Legislation; *Elementary Secondary Education; *Federal Legislation; *Federal Programs; Incentives; Parent Participation; Private Schools; Program Administration; Program Budgeting; *Program Development; Program Improvement; Resource Allocation
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act Title I; *Hawkins Stafford Act 1988

Chapter 1, Title I of the Elementary and Secondary Education Act of 1965, authorizes federal assistance for state and local programs of education for disadvantaged elementary and secondary school pupils. Its appropriation for fiscal year (FY) 1989 is $4.6 billion. Chapter 1 has been reauthorized and comprehensively revised by the 100th Congress, under P.L. 100-297, the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, or "Hawkins-Stafford Act." Most of these amendments will take place during the 1989-90 program year. The following aspects of the Hawkins-Stafford Act are outlined: (1) allocation formula revisions; (2) incentives to enhance accountability and improve performance; (3) parent involvement; (4) services to non-public school pupils; (5) targeting of Chapter 1 funds and services; (6) programs for dropout prevention and secondary school basic skills improvement; (7) early childhood programs: Even Start; and (8) federal, state, and local program administration. Appendices provide the following: (1) FY 1989 authorizations of appropriations under P.L. 100-297, and FY 1989 appropriations under P.L. 100-436, for Chapter 1 programs; (2) estimates of Chapter 1 Basic and Concentration Grant allocations for 1989-90, using 1988-89 program data; and (3) selected references on Chapter 1. (BJV)

ED 308 267 UD 026 819

A State Plan To Educate California's Homeless Children and Youth.

Draft.
California State Dept. of Education, Sacramento.
PUB DATE- 15 Feb 89
NOTE- 69p.; Some pages contain marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Programs; *Homeless People; Program Administration; *Program Implementation; Social Services; *State Federal Aid; State Programs; Student Needs; Student Problems; Student Welfare
IDENTIFIERS- *California; *Stewart B McKinney Homeless Assistance Act 1987

California's state plan for homeless education is submitted in compliance with the Stewart B. McKinney Homeless Assistance Act of 1987. The plan includes a preface, an introduction, five sections, and six appendices. The introduction presents the following information: (1) the mandate of Title VII, Subtitle B of the McKinney Act; (2) definitions of key terms; (3) activities and recommendations of the Advisory Committee for the Education of Homeless Children and Youth; and (4) the purposes and format of the plan, including local as well as state action. Section 1 argues that the problems of homeless children and youth can only be solved through establishing and maintaining coordination and communication among all affected agencies and individuals. Section 2 proposes procedures for resolving disputes over student placement. Section 3 recommends eliminating barriers to homeless education in the following areas: (1) residency; (2) immunization; (3) registration; and (4) school records. Section 4 discusses means of providing equal access to quality education for homeless students. Section 5 suggests strategies for promoting, implementing, and monitoring the state plan. The following appendices are included: (1) a list of Advisory Committee members; (2) Subtitle B of the McKinney Act; (3) a State legal advisory on residency requirement application; (4) summaries of surveys on homeless educational needs; (5) scenarios of homeless education; and (6) homeless education program examples. (AF)

ED 308 226 TM 013 595

Davidoff, Stephen H.; And Others
Indicator Based Evaluation for Chapter 1.
PUB DATE- Mar 89
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; Decision Making; *Educational Assessment; Educational Improvement; Educationally Disadvantaged; Elementary Secondary Education; *Evaluation Methods; *Predictor Variables; *Program Evaluation; Program Improvement; School Districts
IDENTIFIERS- *Educational Indicators; *Education Consolidation Improvement Act Chapter 1; Philadelphia School District PA

Valid indicators for a school district's Chapter 1 program that would help districts make decisions and shape policy are defined and explored. The March 1988 report of the School District of Philadelphia's Chapter 1 task force proposed a 2-year phase-in of a totally restructured Chapter 1 program for the Philadelphia schools. The definition of indicators of the National Center for Educational Statistics was used to select the following indicators: (1) pupil stability indicator; (2) age-grade appropriate indicator; (3) exit/return rate indicator; (4) percentage of success indicator, which examines norm referenced impact grade by grade; and (5) standardized curriculum support indicator, an analysis of scores from curriculum-referenced items on the city-wide tests. These indicators were developed to inform both school-based and district-wide discussion and decision making. Standardized curriculum support, percentage of success, and exit/return indicators have clear messages about student outcomes, while the other indicators describe the area in which learning takes place rather than the actual outcomes. It is not yet clear if pupil stability and age-grade appropriate indicators have predictive value. Indicators can be beneficial to a school system if data are focused on program improvement and the risks associated with undesirable numeric values are minimized. Seven tables present study data, and five bar graphs illustrate the indicators. (SLD)

ED 308 239 TM 013 631

Kelderman, Henk; Macready, George B.
Loglinear-Latent-Class Models for Detecting Item Bias. Project Psychometric Aspects of Item Banking No. 36. Research Report 88-10.
Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE- Nov 88
NOTE- 60p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
AVAILABLE FROM- Bibliotheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Higher Education; *Latent Trait Theory; Mathematical Models; Multiplication; Statistical Analysis; *Statistical Bias; *Test Bias; Testing Problems; Test Items; Undergraduate Students
IDENTIFIERS- *Item Bias Detection; *Latent Class Models; Log Linear Models; Netherlands

The use of loglinear latent class models to detect item bias was studied. Purposes of the study were to: (1) develop procedures for use in assessing item bias when the grouping variable with respect to which bias occurs is not observed; (2) develop bias detection procedures that relate to a conceptually different assessed trait--a categorical attribute; and (3) exemplify the use of these developed procedures with real world data. Models are formulated so that the attribute to be measured may be continuous, as in a Rasch model, or categorical, as in latent class models. The item bias to be studied may correspond to a manifest grouping variable, a latent grouping variable, or both. Likelihood-ratio tests for assessing the presence of various types of bias are described. These methods are illustrated through analysis of a "real world" data set from a study of multiplication items administered to 286 Dutch undergraduates. Bias was related to a manifest grouping variable by giving 143 of the subjects some training in Roman numerals, in which some of the multiplication problems were written. Results indicate that it was possible to explain item bias through differences in item difficulties or error rates across levels of grouping variables. The model represented can be extended to include several observed and unobserved variables. Ten tables present information about the models and findings of the study. A 39-item list of references is included. (SLD)

ED 308 200 TM 012 890

Biggs, John B.
Study Process Questionnaire Manual. Student Approaches to Learning and Studying.

Australian Council for Educational Research, Hawthorn.
SPONS. AGENCY- Australian Education Research and Development Committee, Canberra.; Australian Research Grants Scheme.; Newcastl Univ. (Australia).
REPORT NO.- ISBN-0-86431-002-1
PUB DATE- 87
NOTE- 53p.; For related documents, see TM 012 889-891.
AVAILABLE FROM- Australian Council for Educational Research Ltd., Radford House, Frederick St., Hawthorn 3122, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160) Books (010)
DESCRIPTORS- *College Students; Foreign Countries; Learning Motivation; *Learning Processes; Learning Strategies; Postsecondar Education; *Questionnaires; *Rating Scales; *Study Skills; Test Manuals; Test Reliability; Test Validity
IDENTIFIERS- Australia; Self Report Measures; *Study Process Questionnaire (Biggs)

This manual describes the theory behind the Study Process Questionnaire (SPQ) and explains what the subscale and scale scores mean. The SPQ is a 42-item self-report questionnaire used in Australia to assess the extent to which a tertiary student at a college or university endorses different approaches to learning and the motives and strategies comprising those approaches. The SPQ yields scores on three basic motives for learning and three learning strategies, and on the approaches to learning that are formed by these motives and strategies. The three important approaches to learning are categorized as: (1) surface--meeting the minimum requirements; (2) deep--an intrinsic interest in what is learned; and (3) achieving--enhancing ego and self-esteem through the competition for grades. The SPQ operationalizes these approaches and their constituent motives and strategies in terms of scale and subscale profiles representing an individual's general orientation toward learning. Directions for administering, scoring, and interpreting scores are given, with suggestions about how they may be used by teachers and counselors. Statistical information about reliability and validity, four data tables, five figures, and 16 tables of norms are provided. Norms are given separately for males and females; for colleges and universities; and for faculties of arts, education, and science. The SPQ is enclosed. (SLD)

ED 308 213 TM 013 536

Bereiter, Carl

The Role of an Educational Learning Theory: Explaining Difficult Learning.

PUB DATE- Mar 89
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Psychology; *Difficulty Level; *Educational Psychology; Knowledge Level; Learning Strategies; *Learning Theories; *Problem Solving; Protocol Analysis
IDENTIFIERS- Analogical Reasoning

The possibility of developing a learning theory that is designed to insure its relevance to educational problems is discussed. It is suggested that the constitutive problem for an educational psychology of learning is how one learns things that are difficult to learn. Behaviorist learning theories fail almost entirely to explain why anything is harder to learn than anything else. Questions concerning the means by which learners learn to solve difficult problems restate at a higher level the same issue that all cognitive learning theorists must contend with--the means by which one can design a learning system that works without the need for an executive that is already knowledgeable. Problem solving seems to approach a satisfactory means of modeling this learning process. Findings pertinent to this model, however, are quite preliminary and based mostly on case studies. Thinking-aloud protocols show that learners use four kinds of knowledge: (1) knowledge about knowledge; (2) domain-specific knowledge; (3) analogy to more familiar domains; and (4) expectations about the level of promise that a particular path of inquiry might provide. It is concluded that problem solving links cognitive psychology to learning theory. (TJH)

ED 308 254 UD 026 714

Pupil Nondiscrimination Guidelines. Implementing S.118.13 of the Wisconsin Statutes and PI 9 of the Wisconsin Administrative Code. Bullein No. 8327.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- May 88
NOTE- 38p.

AVAILABLE FROM- Bureau of Equal Educational Opportunity, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Access to Education; Civil Rights Legislation; *Compliance (Legal); *Educational Discrimination; Educational Opportunities; Elementary Secondary Education; Equal Education; Guidelines; *Nondiscriminatory Education; *Program Implementation; *School Law; State Legislation
IDENTIFIERS- *Wisconsin

The new S. 118.13, Wisconsin Statutes, bans pupil discrimination in any curricular, extracurricular, pupil services, recreational, or other program or activity in the State of Wisconsin on the basis of sex; race; national origin; ancestry; creed; pregnancy; marital or parental status; sexual orientation; or physical, mental, emotional, or learning disability. Administrative rules, as embodied in chapter PI 9 of the Wisconsin Administrative Code, required each school district to have done the following by August 1, 1987: (1) review and revise its policies on nondiscrimination; (2) ensure a process to resolve complaints locally; and (3) follow through on compliance reporting procedures. Chapters of this guide are the following: (1) "Overview"; (2) "Administrative Rule"; (3) "Additional Definitions of Terms"; (4) "Meeting PI 9, Wis. Admin. Code" (contains an outline of requirements and examples of documentation); (5) "Questions and Answers"; and (6) "Resources (contains a list of names and telephone numbers to contact for assistance with complaints or technical assistance). The appendixes comprise the following: (1) examples of required policies and procedures; (2) a chart showing related Federal Civil Service Rights laws; (3) a copy of the reporting form; and (4) the text of S. 118.13, Wisconsin Statutes. (FMW)

ED 308 268 UD 026 820

Alabama Plan for the Education of Homeless Children and Youth.

Alabama State Dept. of Education, Montgomery. Office of Homeless Children and Youth.
PUB DATE- 30 Apr 89
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Programs; *Homeless People; Program Administration; *Program Implementation; Social Services; State Federal Aid; State Programs; *Student Needs; Student Problems; Student Welfare
IDENTIFIERS- *Alabama; *Stewart B McKinney Homeless Assistance Act 1987

The Alabama state plan for the education of homeless children and youth is submitted in response to requirements of the Stewart B. McKinney Homeless Assistance Act of 1987. The plan consists of an introduction, three main sections, and a timetable for the accomplishment of State objectives. The introduction summarizes the homeless education initiatives of the McKinney Act and describes the creation of the Alabama Office of Homeless Children and Youth. The first section, "Goal of the State Plan," proposes Alabama's aim to assure equal educational access for homeless children and youth. The second section, "Responsibilities of the State Office of Homeless Children and Youth," presents the following mandates: (1) to review residency requirements pertaining to the education of homeless students; (2) to gather data on the number of homeless children and youth; (3) to establish procedures assuring uniform data collection; (4) to supply technical assistance to local education agencies; (5) to evaluate the State plan; and (6) to prepare a report concerning program status. The third section, "Responsibilities of Local Education Agencies," states the following goals: (1) to identify homeless children and youth; (2) to collect data; and (3) to provide services and educational planning. The timetable outlines supporting activities and completion dates for State objectives. (AF)

ED 308 227 TM 013 597

Gottfredson, Gary D.; Stewart, Martha W.
The Internal Structure and Correlates of the South Carolina Needs Assessment Instruments.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 67p.
GRANT- R117P80006
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Construct Validity; Educational Assessment; *Educational Environment; Elementary Secondary Education; *Evaluation Methods; *Needs Assessment; Parent Attitudes; Policy Formation; *Questionnaires; *School Effectiveness; Student Attitudes; Teacher Attitudes; *Test Validity
IDENTIFIERS- Parent Surveys; *South Carolina Needs Assessment Instruments; Student Surveys; Teacher Surveys

The internal structure and correlates of the South Carolina State Department of Education's Needs Assessment Instruments (NAIs) for teachers, parents, and students were examined for 61, 61, and 36 schools, respectively. The NAIs are questionnaires that assess six indicators of school effectiveness: (1) instructional leadership of the principal; (2) emphasis on academics; (3) high expectations; (4) positive school climate; (5) frequent monitoring; and (6) positive home-school relations. The internal structure of the NAIs displayed limited convergent and discriminant validity, and the scales did not provide independent measures of the constructs implied by their names. However, the scores produced by the teacher instrument were often significantly and moderately positively correlated with a variety of salutary educational outcomes, with most scales showing a similar pattern of correlations with various criteria. These correlations often persisted when statistical controls for student ethnic composition and economic status were applied. Result patterns suggest that the various scales of the instruments measured general or global positive sentiments toward the school rather than specific dimensions of school climate, and these generalized views were often related to positive educational outcomes. The student and parent instruments generally failed to show interpretable patterns of correlations with the criteria examined. Developing and using school assessment instruments in relation to the effective-schools-movement lists are discussed. Twenty-two tables present study data. (Author/SLD)

ED 308 240 TM 013 633

Belli, Gabriella M.
Parameters in MANOVA Robustness Studies: Comparability to Empirical Research.
PUB DATE- Mar 89
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; *Analysis of Variance; Comparative Analysis; Literature Reviews; *Multivariate Analysis; Research Methodology; *Research Reports; Statistical Analysis
IDENTIFIERS- *Empirical Research; Journal Articles; Parameter Identification; *Robustness

An examination of articles in the last 5 years of the "American Educational Research Journal" (AERJ) was conducted to determine the extent to which choices of levels of parameters in a multivariate analysis were comparable to empirical research that uses multivariate analysis of variance (MANOVA). Originally, a main question was to determine the likelihood of homogeneity of variance and covariance in these studies. A secondary question related to the extent to which empirical researchers using MANOVA techniques reported checks on the tenability of homogeneity before reporting their multivariate results. Of the 212 articles considered, 18 used MANOVA. Six articles that used one-way fixed effects designs included 25 MANOVAs and 5 multivariate analyses of covariance (MANCOVA). Two-way designs were used in 8 articles, with 12 MANOVAs and 9 MANCOVAs. Five articles used higher-order designs in four MANOVAs and three MANCOVAs. In general, for most realistic situations, similar parameters were found in the robustness literature. When the exact design configuration was not available, one could extrapolate between the parameters that were used. Only two articles addressed the issue of robustness. Results indicate that it is imperative that researchers test for assumptions before using multivariate analyses. Three tables give the design features of studies using MANOVA and MANCOVA. The AERJ years, volumes, and pages of the 18 articles assessed are appended. (SLD)

ED 308 214   TM 013 546

Wilcox, Richard P.
Selective Bibliography of Professional Tests.
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliographies; *College Entrance Examinations; College Graduates; Higher Education; Instructional Materials; *Licensing Examinations (Professions); *Occupational Tests; Professional Education; Standardized Tests; *Study Guides; *Test Coaching; *Undergraduate Students
IDENTIFIERS- Civil Service; Graduate Record Examinations

This 147-item bibliography of examination study guides is intended for use by undergraduate students who are preparing for examinations for admission to graduate or professional schools as well as for college graduates who are preparing for civil service tests for professional or managerial positions, such as police officer, accountant, and air traffic controller. Study guides for examinations such as the Graduate Record Examination and specific examinations for entrance into medical school or law school are included. Guides to examinations for undergraduate admission, such as the Scholastic Aptitude Test or American College Testing program are excluded, as are study guides for the civil service examinations for clerical or trade positions. Study guides are listed according to the Library of Congress classification. It is important to recognize that these classification numbers are subject to change. (SLD)

ED 308 255 UD 026 800

Easton, John Q.; Bennett, Albert
Some Effects of Voluntary Transfer on Predominantly Minority Sending Schools.

PUB DATE- 89
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Administrator Attitudes; *Desegregation Effects; Elementary Education; Elementary School Students; Minority Group Children; Principals; *School Choice; *Sex Differences; *Transfer Students; Urban Areas; Urban Schools
IDENTIFIERS- *Illinois (Chicago)

The voluntary transfer policy that is part of the desegregation plan of the Chicago (Illinois) public schools appears to have negative effects on the "sending" schools that students elect to leave. Fourteen sending schools were selected for study from a population of 105 low-achieving, low-income, predominantly minority neighborhood elementary schools that participate in an effective schools project designed to improve achievement levels. Eleven of the schools are predominantly black; three are predominantly Hispanic. Data on the number and gender of the students who participated in voluntary transfer programs instead of attending the 14 schools were obtained from the school system's computer database. These students' individual scores on the Iowa Tests of Basic Skills (ITBS) were compared to the school medians of the sending schools. Each sending school principal was also interviewed concerning his/her perceptions of the program. Summary findings included the following: (1) about 4.9 percent of the total enrollment of the sending schools took advantage of the transfer policy; (2) the majority (56 percent) of the transfer students were female; (3) most of the transfer students scored significantly higher on the ITBS than those who remained in the sending schools; (4) the majority of principals felt that the transfer program created a two-tiered system that engendered unfavorable comparisons between neighborhood schools and special schools and had a negative effect on teacher morale. A list of five references is appended. (FMW)

ED 308 269 UD 026 821

State Plan for the Education of Ohio's Homeless Children and Youth, May 1, 1989-September 30, 1990.
Ohio State Dept. of Education, Columbus. Div. of Federal Assistance.

PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Programs; *Homeless People; Program Administration; *Program Implementation; Social Services; State Federal Aid; State Programs; *Student Needs; Student Problems; Student Welfare
IDENTIFIERS- *Ohio; *Stewart B McKinney Homeless Assistance Act 1987

The Ohio State plan for educating homeless children and youth responds to requirements of the Stewart B. McKinney Homeless Assistance Act of 1987. The plan is comprised of a foreword, six sections, and two appendices. The foreword reviews the history and provisions of the McKinney Act and summarizes Ohio's planned action for homeless education. The first section, "Federal Requirements," recapitulates the federal statute. The second section, "Definitions," elaborates on terms central to homeless education. The third section, "Ohio's School-Age Homeless Children and Youth," describes problems of data gathering, statistical analysis, and needs assessment for homeless children and youth. The fourth section, "Potential Educational Concerns for Ohio's Homeless Children and Youth," discusses the following issues in terms of federal statutes, state objectives, and Ohio codes: (1) residency; (2) program continuity and sensitivity; (3) transportation; and (4) records. The fifth section, "Long-Term Goals," affirms Ohio's commitment to educational opportunities for homeless students and urges increased federal funding to support their needs. The sixth section, "Time Lines," presents implementation dates by month for 1988 through 1990 for 30 state objectives. Appendix A is Subtitle B of the McKinney Act. Appendix B is Ohio's Revised Code for residency requirements. (AF)

ED 308 201 TM 012 891

Biggs, John B.
Student Approaches to Learning and Studying. Research Monograph.
Australian Council for Educational Research, Hawthorn.
SPONS. AGENCY- Australian Education Research and Development Committee, Canberra.; Australian Research Grants Scheme.; Newcastle Univ. (Australia).
REPORT NO.- ISBN-0-85563-416-2
PUB DATE- 87
NOTE- 153p.; For related documents, see TM 012 889-890.
AVAILABLE FROM- Australian Council for Educational Research Ltd., Radford House, Frederick St., Hawthorn 3122, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- Cognitive Processes; *College Students; Foreign Countries; Higher Education; *Learning Processes; Learning Theories; *Metacognition; *Models; Secondary Education; *Secondary School Students; Self Evaluation (Individuals); *Study Skills; Test Construction; Test Reliability; Test Validity
IDENTIFIERS- Australia; Learning Process Questionnaire (Biggs); Self Report Measures; Study Process Questionnaire (Biggs)

A common thread in contemporary research in student learning refers to the ways in which students go about learning. A theory of learning is presented that accentuates the interaction between the person and the situation. Research evidence implies a form of meta-cognition called meta-learning, the awareness of students of their own learning processes and their increasing control over them. The concept of meta-learning leads to a model of student learning in which relationships among personal factors, the situational context, approaches to learning, and quality of outcome are mediated by the students' meta-learning capability. Instruments have been designed to measure the extent to which students endorse common approaches to learning tasks. These instruments--the Learning Process Questionnaire for secondary grades, and the Study Process Questionnaire for tertiary (postsecondary) use--are published separately. The research that resulted in the formulation of the theory of student learning is described, as are the sampling, instruments, and methods of the basic studies that determined the reliability and validity of the two instruments. Important implications of the model for teachers, counselors, and researchers are discussed. Fifty-three tables and 17 figures supplement the text and present data and relationships. (SLD)

ED 308 228 TM 013 601

Bridgeman, Brent

Comparative Validity of Multiple-Choice and Free-Response Items on the Advanced Placement Examination in Biology. College Board Report No. 89-2.

College Entrance Examination Board, New York, N.Y.
REPORT NO.- ETS-RR-89-1
PUB DATE- 89
NOTE- 21p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101-0886 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advanced Placement; *Biology; College Bound Students; College Entrance Examinations; *College Freshmen; Comparative Analysis; *Essay Tests; Grade Prediction; Higher Education; *Multiple Choice Tests; Objective Tests; Predictive Measurement; Predictor Variables; Sex Differences; *Test Validity
IDENTIFIERS- *Advanced Placement Examinations (CEEB); Free Response Test Items; Placement Tests

The Advanced Placement Program reports grades to students and colleges on a 1 to 5 point scale derived from combining the separate scores on the multiple-choice and free-response sections of Advanced Placement Examinations (ADPEs). In this study, predictions of grades in first-semester college biology courses were made based on students' separate performances on the multiple-choice and essay portions of the 1986 ADPE in Biology. In a sample of 432 students from 11 colleges, the multiple-choice scores appeared to be more closely correlated to college grades. However, when the analyses were run separately according to the gender of the candidate, performance on both the objective and the essay items predicted grades equally well for males, but for females, predictions based on the essay portion were significantly less accurate. The current practice of reporting advanced placement examination grades based on a combination of both essay and multiple-choice test scores yields correlations that are generally higher and more comparable across gender than would be the case if only essays were used. Seven data tables and 14 figures plotting the students' scores are included. (Author/SLD)

ED 308 241 TM 013 637

Bitting, Paul F.; York, John D.
Revising Theory with the Use of Philosophical Analysis.
PUB DATE- 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Southwestern Social Science Association (68th, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attitude Measures; Computer Uses in Education; *Data Interpretation; Elementary School Teachers; Elementary Secondary Education; Questionnaires; *Research Methodology; Research Problems; Secondary School Teachers; *Surveys; Teacher Attitudes
IDENTIFIERS- *Empirical Research; *Philosophical Analysis; Research Results; Survey Research

Philosophical analysis was used to interpret a large-scale attitudinal survey that dealt with, among other factors, teachers' attitudes toward computers in the classroom. This analysis of the study considers the role of philosophical analysis in the context of empirical inquiry. To measure the impact of computers in the classroom on teachers in an urban and six adjacent school districts in a southwestern state, 10 items were attached to an attitudinal survey that was administered to 2,000 teachers in seven school districts. Overall, 1,060 teachers responded to the survey. Principal-component analysis was used to extract three factors from the 10 items. PCWKLOAD was the dependent variable examined in the study. As a standardized variable, it dealt with how the use of classroom computers adds to the teacher's workload. The responses of the teachers, who expressed great apprehension over the introduction of computers into their classrooms, were counterintuitive to the stated causal model of the researchers. Results of this nature may reveal underlying causal factors that were not understood or expected by the researcher before analysis of the data. The final task of the researcher in an empirical inquiry is to interpret and appraise the facts. This is a philosophical task, as opposed to the original empirical task. Empirical and philosophical inquiry, it is argued, play equally indispensable parts in research. Four tables present results from the study of teachers' attitudes. (SLD)

Prindle, Carol; Rasinski, Kenneth A.
The National Education Longitudinal Study of 1988: Data Collection Results and Analysis Potential.
National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 22 Mar 89
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). For the NELS:88 report on which this paper is based, see ED 295 985.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; Educational Environment; Educational Policy; Educational Research; Elementary Education; *Elementary School Students; *Grade 8; *Longitudinal Studies; *National Surveys; Parents; Predictor Variables; School Surveys; Student Evaluation
IDENTIFIERS- *National Education Longitudinal Study 1988; Parent Surveys; Student Surveys

The National Education Longitudinal Study of 1988 (NELS:88) is the most recent in a series of longitudinal studies conducted by the National Center for Education Statistics at the United States Department of Education. The NELS:88 began with a baseline assessment of school experiences, with the purpose of relating these experiences to current academic achievement and to later achievement in school and in life. A total of 1,201 schools from 50 states participated in the base-year study. Out of 29,884 students selected, 92.9% responded. Out of 26,410 parents selected, 90.5% responded. The unique features of the NELS:88 and how researchers can use these new features to study educational policy and the effects of education on children are the subjects of this paper. One special feature of the NELS:88 is that it focuses on eighth graders, thus creating a longitudinal data base that will enable researchers to assess the effects of elementary, middle, and junior high school experiences on high school performance and school completion. Both self-reports and teacher and administrator reports are assessed as well as the student's family and home environment. Special sampling procedures and follow-up methods are discussed. Policymakers will be particularly interested in data concerning primary-to-secondary transition patterns, school effectiveness, dropouts, parental involvement, equity of education across minority groups and for at-risk students, cognitive growth, ability grouping and tracking, needs of language minorities, mathematics and science programs, humanities and history programs, and programs for gifted and talented students. Five figures and one data table are included. (TJH)

ED 308 256 UD 026 801

Easton, John Q.; Bennett, Albert
Homework in Different Types of Schools.
PUB DATE- 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March, 1989).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement; *Desegregation Effects; *Elementary Schools; *Elementary School Students; Equal Education; Grade 6; *Homework; Income; *Institutional Characteristics; Intermediate Grades; Magnet Schools; Statistical Analysis; Urban Areas; Urban Schools
IDENTIFIERS- *Illinois (Chicago)

This study found major differences among types of Chicago (Illinois) elementary schools in the amount and time that sixth grade students spent on homework, and that differences were related to the income level and prior student achievement in those schools. Ten magnet schools, 10 integrated schools and 10 primarily minority schools were chosen for study. Objectives were to do the following: (1) determine the extent of differences in the amount of homework completed among the three types of schools; (2) compare the reported amount of homework to the Board of Education policy on the assignment of homework; and (3) determine the relationship between students' report of homework completed and school background variables. Data were analyzed from responses to student questionnaires. Summary findings included the following: (1) students in integrated schools do more homework in math, science, and social studies, but not in reading, than those in magnet and predominantly minority schools; (2) students in predominantly minority schools do the least amount of homework; (3) students in poorer and lower-achieving schools do less homework than those in less-poor and higher-achieving schools; and (4) almost all schools assign more homework than the amount required by Board of Education policy. Statistical data are included on four graphs and four tables. A list of six references is included. (FMW)

ED 308 270 UD 026 825

Child Care Needs of Low-Income Families. Hearing before the Subcommittee on Public Assistance and Unemployment Compensation of the Committee on Ways and Means. House of Representatives, One Hundredth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Ways and Means.

PUB DATE- 9 Jun 88
NOTE- 158p.; Serial No. 100-73. Several pages contain small type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Welfare; *Day Care; *Day Care Centers; Economically Disadvantaged; *Employed Parents; Federal Legislation; *Federal Programs; *Federal Regulation; Hearings; Low Income Groups; *Tax Credits
IDENTIFIERS- Congress 100th; *Proposed Legislation

The purpose of this hearing was to review the current sources of funding for child care and to consider how best to meet the child care needs of poor working families. Twelve legislators and expert witnesses presented oral testimony and four others submitted written testimony. Most witnesses stated their position on the following proposed legislation: (1) the Child Care Services Improvement Act; (2) the Choices in Child Care Act; and (3) the Act for Better Child Care (ABC). Summary recommendations include the following: (1) make funds available to parents to pay for quality child care and to child care providers to improve programs; (2) encourage differential funding of day care programs based on the age of the children; (3) form interagency agreements to provide social services, nutrition, family support, health, and mental health services for children in day care; (4) reduce the tax burden on families and allow them to apply federal child care vouchers with a minimum of government regulation; (6) provide additional funding for partnerships among day care providers; and (7) exempt religiously affiliated day care providers from federal licensing. Statistical data are included on three tables and eight graphs. (FMW)

ED 308 202 TM 013 409

Nandakumar, Ratna
Traditional Dimensionality vs. Essential Dimensionality.
PUB DATE- Mar 89
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Definitions; Educational Assessment; Latent Trait Theory; Mathematical Models; *Monte Carlo Methods; Psychometrics; *Simulation; *Statistical Analysis; Testing Problems
IDENTIFIERS- *Dimensional Analysis; Item Parameters; *Unidimensionality (Tests)

The theoretical differences between the traditional definition of dimensionality and the more recently defined notion of essential dimensionality are presented. Monte Carlo simulations are used to demonstrate the utility of W. F. Stout's procedure to assess the essential unidimensionality of the latent space underlying a set of terms. The traditional definition of dimensionality makes no distinction between major and minor dimensions. It is desirable to count only dominant dimensions in psychometric assessment of dimensionality of a latent space. Stout (1987, 1988) has provided a definition known as essential dimensionality and has developed a statistical test to assess the essential unidimensionality of a set of items. Monte Carlo simulation studies with two examinee sizes, n=750 and n=2,000, were generated with item parameters resembling those of real tests. Both simulations exhibited good performance in assessing essential unidimensionality. Since applications of item response theory techniques are becoming increasingly popular in most educational assessment, procedures to assess unidimensionality accurately will greatly facilitate the use of item response theory. Four tables provide data from the simulations. (SLD)

Wise, Lauress L.; And Others
Item Position Effects for Test of Word Knowledge and Arithmetic Reasoning.
American Institutes for Research, Washington, DC.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Mar 89
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
CONTRACT- MDA903-86-C-0373
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Armed Forces; *Computer Assisted Testing; Item Analysis; Latent Trait Theory; *Mathematics Skills; *Military Personnel; Recruitment; Statistical Analysis; Testing Programs; *Test Items; *Vocabulary Skills
IDENTIFIERS- Arithmetic Reasoning; Army; *Computerized Adaptive Screening Test; Item Parameters; *Item Position (Tests); Word Knowledge

The effects of item position on item statistics were studied in a large set of data from tests of word knowledge (WK) and arithmetic reasoning (AR). Position effects on item response theory (IRT) parameter estimates and classical item statistics were also investigated. Data were collected as part of a project to refine the Army's Computerized Adaptive Screening Test (CAST). The CAST is an adaptively administered battery consisting of a WK subtest and an arithmetic reasoning (AR) subtest. As part of this effort to refine the CAST, 275 new and existing items from the WK and AR subtests were administered to 20,071 Army recruits from five different Army posts. A total of 270 of the items to be calibrated for each subtest was divided into six non-overlapping sets of 45 items each. The remaining five items were included in all six forms as potential anchors should subsequent equating prove necessary. Item statistics were computed separately for forward and reversed versions of each form. IRT parameters and classical parameters were determined. Estimates for both parameters varied significantly with item position. The variation was not generally related to the characteristics of the item, but was related to the ability of the examinees. There were no significant position effects when average percent passing scores were 75% or higher; position effects were quite pronounced when passing scores were 50% or lower. The primary conclusion drawn is the need to avoid unquestioning adoption of IRT methodology. Including the reversed version of each form prevented the introduction of systematic errors in the IRT parameter estimates. Seven data tables and 11 graphs illustrate the study findings. (SLD)

ED 308 242 TM 013 646

Coffman, William E.
Past Presidents' Committee: A Look at the Past, Present, and Future of NCME. 1. A Look at the Past.
PUB DATE- Mar 89
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 28-30, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; Educational Research; Elementary Secondary Education; Higher Education; History; *Measurement; *National Organizations; *Organizational Change; Research and Development; Teachers
IDENTIFIERS- *National Council on Measurement in Education

The history of the National Council on Measurement in Education (NCME) is discussed. The organization was founded in February 1938 when 45 college teachers and 12 persons from state departments of education or public schools adopted a constitution for the National Association of Teachers of Educational Measurement. The revised constitution of 1943 changed the name to the National Council on Measurements Used in Education. By 1952, the membership of 495 had sharpened its interest in test use, with a revised constitution that listed dissemination as its first purpose and the promotion of improvement of techniques second. In 1960, the organization adopted its present name. A striking change came in February, 1964 with establishment of the "Journal of Educational Measurement." Membership increased between September 1964 and December 1965 from 1,146 to 2,060. The decade of the sixties saw large increases in funding for educational research and testing. At its February 1968 meeting the Board of Governors approved a committee recommendation that the NCME be incorporated. The Bylaws of 1969 returned to the order of the original constitution and placed the scientific advancement of the field before the dissemination of knowledge about measurement. The 1970's were generally dedicated to the pursuit of these two goals. By 1981, the NCME's membership had reached a peak of 2,321. The journal "Educational Measurement: Issues and Practice" was established in the early 1980's by the merging of the journals "Measurement News" and "Measurement in Education" and was a clear indication of the maturity and status that the NCME had achieved. (SLD)

ED 308 216 TM 013 559

Kuehn, Phyllis A.; And Others
Court-defined Job Analysis Standards in Content Validation.

PUB DATE- Mar 89
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 28-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constitutional Law; *Content Validity; *Court Doctrine; Court Litigation; Educational Legislation; Equal Opportunities (Jobs); Higher Education; *Job Analysis; Legal Problems; *Licensing Examinations (Professions); Occupational Tests; Standards; *Teacher Certification; *Test Validity
IDENTIFIERS- Uniform Guidelines Employee Selection Procedures

Legal employment test precedent cited by courts and employment-related law cited by plaintiffs during teacher certification test (TCT) decisions are discussed to determine their pertinence to test content validity issues. The two main documents involved in such litigation are the "Uniform Guidelines on Employee Selection Procedures" (1978) and the "Questions and Answers to Clarify and Provide a Common Interpretation of the Uniform Guidelines on Employee Selection Procedures" (1979). Case law pertinent to Title VII of the Civil Rights Act of 1964, which is explicated by the "Guidelines" and "Questions", and to the 14th Amendment to the U.S. Constitution is cited and discussed. Two case reviews indicated that there was an increased emphasis on the conformity of job analyses to professional standards. Guidelines are outlined. As TCT precedent is set, it appears likely that the adequacy of the job analyses that are used to define the content domain to be tested will be scrutinized using criteria defined in the broader employment test setting. Validation issues in high-stakes testing are likely to remain a public spectacle, but codification within the courts will proceed in any event. (TJH)

ED 308 257 UD 026 802

Flaxman, Erwin; And Others
Youth Mentoring: Programs and Practices. Urban Diversity Series No. 97.
Columbia Univ., New York, N.Y. Teachers College.; ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Dec 88
NOTE- 76p.; For related document, see UD 026 900.
CONTRACT- OERI-RI88062013
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Evaluative/Feasibility (142) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adolescents; Counseling; *Disadvantaged Youth; Guidance; *High Risk Persons; Interpersonal Relationship; Intervention; *Mentors; Modeling (Psychology); *Persistence; *Role Models; Significant Others; Social Development; Young Adults
IDENTIFIERS- *Protege Mentor Relationship

This paper analyzes the literature on mentoring for adult and youth populations for the following purposes: (1) to apply issues and concerns found in the literature to mentoring programs for disadvantaged and tenacious youth; and (2) to establish assumptions and program principles beyond the considerations of the existing literature. Chapter I, "The Basis and Functions of Planned Mentoring," distinguishes between natural (non-parental, unstructured) and planned (formal, programmatic) mentoring and examines the psychological bases of the mentoring process as well as the social values inherent in mentoring programs. Chapter II, "Mentoring in Organizations," describes natural and planned mentoring in the forum where they first became popular, and explores the shortcomings and benefits of their application to youth mentoring. Chapter III, "Planned Mentoring for Tenacious and Other Youth," discusses formal mentoring programs for disadvantaged youth and explores such issues as program organization and mentor-mentee match. Chapter IV, "The Power of Mentoring," focuses on the salience of the mentoring relationship and examines its place within larger multi-intervention programs. Chapter V, "Summary and Conclusions," contains general observations on youth mentoring programs and policy recommendations for their conduct. A list of 81 references, and the names of 64 organizations and programs consulted, are appended. (AF)

ED 308 271 UD 026 826

Reauthorization of Expiring Federal Elementary and Secondary Education Programs. Impact Aid, Volume 7. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session on H.R. 5.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 31 Mar 87

NOTE- 114p.; Serial NO. 100-8. Some pages of testimony contain small type.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Federal Aid; Federal Legislation; *Government School Relationship; Hearings; Military Personnel; School Funds; *School Support; *School Taxes; Urban Schools

IDENTIFIERS- Congress 100th; *Impact Aid; *Military Bases; Military Dependents; Proposed Legislation; Reauthorization Legislation; Tax Exemptions

This hearing discusses proposed legislation which would reauatorize federal impact aid as part of the Elementary, Secondary and Vocational Education Act of 1987. Three members of Congress and the Assistant Secretary for Elementary and Secondary Education of the U.S. Department of Education presented testimony. Recommendations included the following: (1) realistic levels of impact aid to offset the loss of property tax revenue from tax-exempt military installations are needed by school districts that must educate the children of military personnel; (2) the Federal Government should quaranatee the availability and distribution of impact funds to school districts that must spend inordinate amounts of time preparing and justifying programs and budgets; (3) special consideration should be given to the six coterminous school districts nationwide that have no tax base and are totally dependent on state aid and federal impact aid; and (4) proposed amendments would ensure more equitable distribution of funds by restricting payments to districts that are directly affected by the presence of non-taxable federal properties that serve as the place of employment as well as the place of residence for families with school-age children. Prepared statements from 14 school administrators are appended. (FMW)

ED 308 203 TM 013 411

Bolton, David L.; And Others
Validity of Translations of a Cosmetology Licensure Examination.
PUB DATE- Mar 89
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Construct Validity; *Cosmetology; *English; Factor Analysis; Factor Structure; Goodness of Fit; *Licensing Examinations (Professions); Multiple Choice Tests; *Spanish; Spanish Speaking; Test Bias; Test Construction; Test Format; *Test Validity; Translation; Vocational Education
IDENTIFIERS- *Florida Cosmetology Licensure Examination

A study was conducted to assess the validity of translations of two different forms of a licensing examination for cosmetologists in Florida to ensure that both Spanish and English candidates have equal chances of being licensed. The LISREL computer program was used to test the equivalence of factor structure, units of measurement, and standard errors of measurement between the original examination and the translations of the two forms. Data was from the administration of the Florida Cosmetology Licensure Examination in 1987, with 1,081 subjects taking English Form 1, 1,063 taking English Form 2, 151 taking Spanish Form 1, and 132 taking Spanish Form 2. All tests were written multiple-choice examinations containing 100 items. Initial results indicated that the goodness of fit of the translation of Form 2 to the model was not adequate. A team of consultants and Spanish cosmetologists revised this translation for further testing on samples of 1,136 examinees taking the English and 180 examinees taking the Spanish versions. Results indicate that the use of factor analysis was a feasible way to assess the construct validity of the examination. Preliminary analysis indicated a weakness in translation of one form, but analysis of data from a subsequent revision of the translation produced a more acceptable fit. At subsequent analysis, parameter modification indices indicated areas of concern, and it was concluded that further research should be done to indicate how factor analysis can help rectify areas of concern. Six tables of correlation matrices are appended. (SLD)

ED 308 243 TM 013 663

Eggen, Theo J. H. M.; van der Linden, Wim J.
The Use of Models for Paired Comparisons with Ties. Project Psychometric Aspects of Item Banking No. 8. Research Report 86-8.
Twente Univ., Enschede (Netherlands). Dept. of Education.

PUB DATE- 86
NOTE- 30p.
AVAILABLE FROM- Mediatheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Comparative Analysis; Equations (Mathematics); Estimation (Mathematics); Mathematical Models; *Models; *Research Methodology; Statistical Analysis
IDENTIFIERS- *Paired Comparisons; Parameter Identification; Rasch Model; *Tie Parameters

In experiments with paired comparisons, judges are occasionally allowed to express indifference between alternatives. For the analysis of such data, models for paired comparisons with ties are needed. Several models with tie parameters are reviewed. All are extensions of the basic models of L. L. Thurstone (1927) and R. A. Bradley and M. E. Terry (1952). Some of these models can be reparameterized into an exponential family of distributions. This gives the attractive possibility of conditioning individual tie parameters out of the model so that the object parameters can be estimated independently of the tie parameters and with desirable asymptotic properties. In addition, focus is on the use of models with tie parameters for analyzing induced experiments with ties in which the original experiment has no ties, or even no comparisons. This technique may have considerable advantages over analyzing the original experiment, as is shown in the case of the Rasch model for binary test items. One data table and one figure are provided. (Author/SLD)

ED 308 217		TM 013 560

Kuehn, Phyllis A.; And Others
Teacher Licensure Test Job Analysis Response by Gender, Race, and
Age: Secondary Science and Mathematics.
PUB DATE- Apr 89
NOTE- 24p.; Paper presented at the Annual Meeting of the American
Educational Research Association (San Francisco, CA, March 27-31,
1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Cluster Analysis; Higher Education;
*Job Analysis; Licensing Examinations (Professions); *Mathematics
Teachers; *Racial Differences; *Science Teachers; Secondary
Education; Secondary School Mathematics; Secondary School Science;
Secondary School Teachers; *Sex Differences; Teacher Certification;
Test Bias
IDENTIFIERS- *Georgia Teacher Certification Testing Program

This study addressed issues raised in the literature on science and mathematics teacher certification testing concerning the validity of job analysis data and the test domain defined by the job analysis. More specifically, the issues addressed are those associated with race, gender, and age. Questionnaires were sent to 2,801 mathematics and 2,468 science teachers or teacher supervisors identified by the Georgia Department of Education as certified in these fields. A total of 25 different forms of the Georgia Teacher Certification Test had been developed to represent the fields of secondary certification (grades 7 through 12) in the state. The forms were distinguished by task statements pertinent to particular subjects taught; the science form had 148 unique task statements, while the mathematics form had 160 such statements. For science and mathematics teachers, respectively, 1,384 and 1,600 usable responses were available. Teachers rated the task statements by indicating for each one whether they actually performed the task, its importance to the learning process, and the possibility of successful performance by minimally competent teachers. Task statement content clusters were identified as well as simple effects and group mean differences. Results indicate significant effects based on race for science teachers, but no other significant effects based on race, sex, or age. Fourteen data tables and six graphs present study data. (TJH)

ED 308 230 TM 013 610

Schmitt, Dorren Rafael
Effective Schools Research: Twenty-Years of Debate.
PUB DATE- Feb 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Debate; *Educational Research; *Elementary Schools; Elementary Secondary Education; Literature Reviews; Predictor Variables; Qualitative Research; Researchers; *Research Methodology; *School Effectiveness; *Secondary Schools
IDENTIFIERS- Coleman Report

The origin of effective schools research (ESR) is discussed in the context of a review of the pertinent literature. Debates over this topic have involved impacts on student achievement, methodology, the allegations of the Coleman report, and various effective school models. The Coleman Report (1966) concluded that family background was the dominant determinant of student achievement throughout the school years. Other researchers have concluded that schools are the predominant factor in student achievement. In recent years, effective schools researchers have tended to use Edmonds' correlates and have opted for a combination of qualitative and quantitative statistics. The Edmonds' model encompasses five correlates: (1) school climate; (2) leadership; (3) teacher expectations; (4) purpose; and (5) student progress assessment. Methodological issues that have been debated include the use of qualitative versus quantitative analysis, use of standardized tests, sampling procedures employed, and the unit of analysis. It is concluded that effective school researchers have made considerable gains in the past 20 years in resolving debates, controversy, and fears of educators relative to ESR. The consistency in factors used and more balanced research studies have recently given ESR a sense of respect. Such progress has also advanced the whole of educational research. Researchers now have a clearer understanding of aspects that can improve schools, student achievement, and learning. The unresolved disputes will continue to improve ESR and educational research in general. A 35-item list of references is included. (TJH)

ED 308 204 TM 013 414

Livingston, Samuel A.; And Others
What Combination of Sampling and Equating Methods Works Best?
Revised.
SPONS. AGENCY- Educational Testing Service, Princeton, N.J.
PUB DATE- 26 Apr 89
NOTE- 27p.; Revised version of a paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; Data Collection; *Equated Scores; High Schools; *High School Students; Latent Trait Theory; *Research Methodology; *Sampling; Statistical Analysis; Test Bias; Test Format
IDENTIFIERS- Equipercentile Equating; Frequency Estimation Equipercentile Equating; Large Scale Programs; Levine Equating Method; Scholastic Aptitude Test; Three Parameter Model; Tucker Common Item Equating Method

Combinations of five methods of equating test forms and two methods of selecting samples of students for equating were compared for accuracy. The two sampling methods were representative sampling from the population and matching samples on the anchor test score. The equating methods were: (1) the Tucker method; (2) the Levine method; (3) the chained equipercentile method; (4) the frequency estimation; and (5) an item response theory (IRT) method; specifically, the three-parameter logistic model. The tests were the verbal and mathematics sections of the Scholastic Aptitude Test. The criteria for accuracy were measures of agreement with an equivalent-groups equating based on more than 115,000 students taking each form. Much of the inaccuracy in the equatings could be attributed to overall bias. The results for all equating methods in the matched samples were similar to those of the Tucker and frequency estimation methods in the representative samples; these equatings made too small an adjustment for the difference in the difficulty of the test forms. In the representative samples, the chained equipercentile method showed a much smaller bias. The IRT and Levine methods tended to agree with each other and were inconsistent in the direction of their bias. Five tables and four figures present study data. (Author/SLD)

Kelderman, Henk
Common Item Equating Using the Loglinear Rasch Model. Project Psychometric Aspects of Item Banking No. 12. Research Report 86-9.
Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE- 86
NOTE- 34p.
AVAILABLE FROM- Mediatheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Equated Scores; Equations (Mathematics); Estimation (Mathematics); Foreign Countries; Latent Trait Theory; Mathematical Models; Models; Secondary Education; Secondary School Students; Solid Geometry; Testing Problems; *Test Items
IDENTIFIERS- Common Item Effect; *Item Equating; Item Parameters; Log Linear Models; Netherlands; *Rasch Model

A method is proposed to equate different sets of items administered to different groups of individuals using the Rasch model. A Rasch equating model was formulated to describe one common Rasch scale in different groups with different but overlapping sets of items. The item parameters can then be estimated simultaneously, avoiding different parameter estimates of common items in different groups. The model can be tested globally to test the hypothesis of one common Rasch scale, and the goodness of link can be tested. The method is based on the quasi-loglinear Rasch model. The proposed model is illustrated on real data by equating a set of 10 solid geometry items developed and administered by the Netherlands Central Institute for Test Development to 202 students in secondary education. Five tables present the model and data from the solid geometry study. (Author/SLD)

ED 308 258 UD 026 803

Ascher, Carol

School-College Collaborations: A Strategy for Helping Low-Income Minorities. Urban Diversity Series No. 98.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 46p.; For related document, see UD 026 899.
CONTRACT- OERI-RI8806213
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Access to Education; *Articulation (Education); *College School Cooperation; *Disadvantaged Youth; Educational Change; Education Work Relationship; Higher Education; *High Risk Students; Minority Groups; Program Effectiveness; Secondary Education; *Urban Schools; Urban Youth
IDENTIFIERS- *Academic Alliances; *Collaboratives; Partnerships

Collaborations between high schools and colleges have emerged during the 1980s as a means to increase enrollments and academic success of low-income minorities in higher education although their benefits have yet to be clearly demonstrated. This review surveys the literature on the effectiveness of these collaboratives. The report is comprised of a preface (by Paula Y. Bagasao), seven sections, and a conclusion. Section 1 presents an education profile of low-income minority students. Section 2 indicates problems these students face in high school. Section 3 discusses access to four-year colleges and postsecondary remediation measures for urban minority students. Section 4 reviews the following aspects of collaboration: (1) history; (2) current practice; (3) college role; (4) public school role; and (5) funding. Section 5 examines the following types of activities targeted at students: (1) early intervention; (2) college-level study in high school; (3) academic and college counseling; (4) tutoring, mentoring, and skills building; (5) campus tours and contact with college students; (6) summer programs; (7) other college experience programs; (8) financial aid; (9) parent involvement; and (10) activities aiding students indirectly, involving teachers, curriculum, and research. Section 6 reviews the following components of collaboration: (1) leadership; (2) other participants; (3) stages of collaboration; and (4) prestige. Section 7 describes networks of school-college collaboratives. A list of 55 references is appended. (AF)

ED 308 272 UD 026 829

Use of AFDC Funds for Homeless Families. Joint Hearing before the Subcommittee on Public Assistance and Unemployment Compensation of the Committee on Ways and Means, House of Representatives and the Subcommittee on Social Security and Family Policy of the Committee on Finance, United States Senate. One Hundredth Congress, Second Session (Brooklyn, New York).

Congress of the U.S., Washington, D.C. House Committee on Ways and Means.; Congress of the U.S., Washington, D.C. Senate Committee on Finance.
PUB DATE- 28 Mar 88
NOTE- 256p.; Serial No. 100-65.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Family Environment; Family Problems; *Federal Regulation; *Federal State Relationship; *Homeless People; *Housing Deficiencies; Housing Needs; *Low Rent Housing; Nonprofit Organizations; Social Problems; *State Federal Aid; Welfare Recipients
IDENTIFIERS- *Aid to Families with Dependent Children; Congress 100th; Proposed Legislation; Shelters

The use of Aid to Families with Dependent Children (AFDC) funds for homeless families was the topic of this joint hearing. The focus was on federal laws which govern the ability of states to issue emergency housing assistance to needy families with children. Presently, states are matched at a rate of 50 percent when emergency assistance is necessary to avoid the destitution of the child. There is a 30-day annual limit on these matching funds. Testimony was given by members of Congress, mayors, and advocates for the homeless. Issues relating to amending the present law included the following: (1) the 30-day limit is unrealistic as proven by the large number of families who have needed aid well past this deadline; (2) the assistance funds could be used to construct permanent housing for these families if federal law did not prohibit this use; (3) the development of temporary housing plans is a humane alternative to the present system of using shelters; (4) if more temporary housing were made available it could be turned into permanent housing later; and (5) solutions to the housing crisis should include the involvement of not-for-profit organizations rather than profit-making businesses. (VM)

ED 308 218 TM 013 564

Sugrue, Brenda M.; Thomas, Rex A.
Effects of Discovery and Expository Instruction on Recall and Transfer of Procedural Knowledge: Interactions with Learner Aptitude.
PUB DATE- Mar 89
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aptitude; College Freshmen; Computer Assisted Testing; *Discovery Learning; Foreign Countries; Higher Education; *Instructional Effectiveness; *Recall (Psychology); Teaching Methods; *Transfer of Training
IDENTIFIERS- *Expository Teaching; *Fluid Intelligence; Ireland;

Procedural Knowledge

The interaction between fluid aptitude and two levels of instructional method (expository and discovery) was investigated. The methods differed in the completeness of the support provided for cognitive processing of procedural knowledge. Four performance outcomes were measured--immediate and delayed recall, and near and far transfer of the procedures learned. It was hypothesized that the discovery instructional method would promote transfer among learners with lower levels of fluid aptitude, but would interfere with the cognitive processing of learners with high fluid aptitude. Data were collected from 80 first-year students (randomly assigned to the two treatment groups) at the Thomond College of Education (Limerick, Ireland). Scores on a paper folding test provided a measure of fluid aptitude. Instruction was provided on procedures for solving a computer-based puzzle that involved changing the color configuration of a three-by-three square matrix. The results of stepwise regression analysis indicate that there was no interaction effect on immediate or delayed recall of procedures, or on far transfer of procedures. However, the discovery instructional method produced significantly more correct solutions to far transfer items than did the expository treatment, regardless of the level of fluid aptitude. Discovery instruction was best for learners with lower fluid aptitude, and expository instruction was best for learners with higher fluid aptitude. (Author/TJH)

ED 308 231   TM 013 611

Wilder, Gita Z.; Powell, Kristin
Sex Differences in Test Performance: A Survey of the Literature. College Board Report No. 89-3.
College Entrance Examination Board, New York, N.Y.
REPORT NO.- ETS-RR-89-4
PUB DATE- 89
NOTE- 59p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Biological Influences; *College Entrance Examinations; Demography; Elementary Secondary Education; Higher Education; Literature Reviews; Longitudinal Studies; Mathematics Tests; National Surveys; *Sex Differences; Social Psychology; *Standardized Tests; *Test Bias; Testing Programs; Test Validity; Verbal Tests
IDENTIFIERS- High School and Beyond (NCES); National Assessment of Educational Progress; National Longitudinal Study High School Class 1972; Scholastic Aptitude Test

A review of the significant research on gender differences in test performance is provided, including studies documenting these differences and theories forwarded for the factors related to differential test performance. Research covered addresses undergraduate admissions tests, graduate and professional school admission tests, validity studies, national studies, verbal ability tests, quantitative ability tests, and voluntary testing programs. Specific testing programs discussed include the National Assessment of Educational Progress, National Longitudinal Study of 1972, High School and Beyond study, and Scholastic Aptitude Test. Efforts at explaining performance differences include biological, social, psychological, demographic, and educational factors as well as test characteristics. In so far as there is convergence among studies, it appears that the disparities between the sexes are slowly diminishing. Males have caught up with females in tests of verbal ability and achievement, while females have narrowed the gap between themselves and their male counterparts in the area of mathematics achievement. Concern continues over social implications of the slight differences in performance. A 235-item list of references and six flowcharts are provided. A bibliography of pertinent references, arranged by format and topic, is appended. (TJH)

ED 308 245 TM 013 665

van der Linden, Wim J.; Zwarts, Michel A.

Some Procedures for Computerized Ability Testing. Project Psychometric Aspects of Item Banking No. 13. Research Report 86-10.

Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE- 86

NOTE- 48p.; Paper presented in part at the European Conference on Information Technology in Education (Enschede, Netherlands, May 20-23, 1986).
AVAILABLE FROM- Mediatheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Identification; Adaptive Testing; Aptitude Tests; *Computer Assisted Testing; Computer Uses in Education; *Item Banks; *Latent Trait Theory; Test Construction; *Test Items

The use of item response theory (IRT) is a prerequisite to successful use of computerized test systems. In item response models, as opposed to classical test theory, the abilities of the examinees and the properties of the items are parameterized separately. Therefore, when measuring the abilities of examinees, the model implicitly corrects for the item properties, and measurement on an item-independent scale is possible. In addition, IRT offers the use of test and item information as local reliability indices defined on the ability scale. The application of IRT in procedures for computerized testing is discussed for: (1) calibrating item banks; (2) automated test construction; (3) adaptive test administration; (4) generating norm distributions; and (5) diagnosing test scores. A 49-item list of references is included. Three figures and one table illustrate the application of IRT to computerized testing. (SDL)

ED 308 259 UD 026 804

Garner, Catherine L.
Educational Attainment: A Multi-Level Analysis of the Influence of Pupil Ability, Family, School and Neighborhood.
Edinburgh Univ. (Scotland). Centre for Educational Sociology.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).; Scottish Education Dept., Edinburgh.
PUB DATE- Feb 89
NOTE- 36p.; Paper presented at the Annual Meeting of the American Research Association (San Francisco, CA, March, 1989). Small print may affect legibility.
GRANT- C00-28-0004; JHH-46-13
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Economically Disadvantaged; Foreign Countries; Influences; Neighborhoods; *Place of Residence; *Poverty; Regression (Statistics); Secondary Education; *Secondary School Students; Urban Demography; *Urban Youth
IDENTIFIERS- *Neighborhood Characteristics; *Scotland

This study tested for the existence of neighborhood effects on end of school educational attainment some 2,500 urban youth who left school between 1984 and 1986 in one educational authority in Scotland. Data were drawn from a student survey and from the United Kingdom 1981 Census of Population. A hierarchical linear regression model was used to test for neighborhood effects and to estimate the contribution of neighborhood deprivation to those effects. After controlling for pupil ability, family background, and school-level variables, the study found a significant negative association between deprivation in the home neighborhood and academic achievement together with additional neighborhood effects which could not be explained by the model. Statistical data are included on two tables and two graphs. A list of 41 references is appended. (FMW)

ED 308 273 UD 026 856

Hartley, Robyn; Maas, Frank

Getting a Lot Further...Some Factors Influencing Decisions which Ethnic Families Make about Children's Schooling and Post-School Futures.

Australian Inst. of Family Studies, Melbourne.
SPONS. AGENCY- Australian Ministerial Advisory Committee on Multicultural and Migrant Education.
REPORT NO.- ISBN-0-7241-6820-6
PUB DATE- 87
NOTE- 115p.
AVAILABLE FROM- Australian Institute of Family Studies, 300 Queen Street, Melbourne 3000, Victoria, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *Career Planning; Decision Making; Ethnic Groups; Expectation; *Family Role; Females; Foreign Countries; *Immigrants; Interviews; *Non English Speaking; Parent Attitudes; *Parent Influence; Parent School Relationship; Secondary Education
IDENTIFIERS- *Australia

Families from non-English speaking backgrounds who migrated to Australia were surveyed on their opinions about Australian schools and the process of making decisions about schooling and careers for young people. Four types of factors were organized into a framework for conducting the study and analyzing the data: (1) student background factors such as ethnicity, gender, and length of time in Australia; (2) home environment and home influence factors such as parents' aspirations and expectations; (3) school environment factors such as students' attitudes and experiences; and (4) home-school interface factors such as quality and quantity of home-school contact. Parents' opinions were solicited through semi-structured discussions in the parents' native languages. Other information was generated from open-ended interviews with teachers, community leaders, and social workers who had particular knowledge of the families. Qualitative results are presented for the following groups: (1) Vietnamese families; (2) Greek families; (3) Chinese families; (4) Turkish families; and (5) English-speaking families. In general, parents had high aspirations for their children's future but were concerned that schools were not organized to help their children go further. Photographs and a 28-item bibliography are included. (VM)

ED 308 205 TM 013 415

Yap, Kim O.

TAC Evaluation Assistance: A Ten-Year Evolution from Accountability to Program Improvement.

PUB DATE- Mar 89
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Educational Change; *Educational Trends; Elementary Secondary Education; Evaluation Methods; *Evaluation Research; Evaluation Utilization; *Information Centers; Program Evaluation; *Program Improvement; School Districts; State Agencies; *Technical Assistance
IDENTIFIERS- Educational Information; *Technical Assistance Centers; *Title I Evaluation and Reporting System

The Title I/Chapter 1 Technical Assistance Centers (TACs) were originally created to provide assistance to state and local education agencies in implementing the Title I evaluation and reporting system. However, over a 10-year period, TAC role has changed significantly. Its service foci have evolved from providing evaluation assistance to helping clients in the use of evaluation data for the improvement of program operations and outcomes. The evolving service foci reflect the influence of the fervor of the school reform movement and the nudging of federal directives to expend increasingly greater amounts of TAC resources on program improvement. Based on experience in 13 western states and the Pacific territories, this paper traces the evolution of service delivery, identifies the forces that have shaped the evolution, and discusses implications for future TAC work. (Author)

ED 308 219 TM 013 567

Goldberg, Gail Lynn; Walker-Bartnick, Leslie
Designing a Review and Appeal Process for a Large Scale Writing Assessment Program.
PUB DATE- Mar 89
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cutting Scores; Evaluators; *Formative Evaluation; *Graduation Requirements; High Schools; *High School Students; Interviews; Pilot Projects; Scores; Secondary Education; Standardized Tests; State Programs; *Testing Programs; Test Results; Test Validity; *Writing Evaluation

IDENTIFIERS- *Appeals (Hearings); Large Scale Programs; *Maryland Writing Test; Retesting

A formative evaluation of a pilot review and appeal process for the Maryland Writing Test (MWT) is described. The MWT is a large-scale direct assessment of writing. A three-year pilot phase was to culminate in the implementation of an operational procedure for the review and appeal of scores impacting a pass/fail decision for examinees. The MWT requires that students respond to a pair of three-paragraph prompts, one narrative and one explanatory. Each response is scored via a modified holistic procedure on a domain-specific rubric covering five criteria--content, organization, audience, sentence formation, and conventions of edited American English. During the first 2 years of the piloting of the MWT (1987 and 1988), approximately 50 reviewers were selected by the local education agencies for training by the State Department of Education; the reviewers were trained to conduct review sessions with students and/or parents. Review sessions were designed to help parents and students understand MWT scores and explanatory rubrics (scoring guides) and to provide information to help participants decide concerning possible appeals. Pilot study data from 1987 and 1988 indicate that the MWT scores have a high degree of validity. Of the 15,955 10th graders tested in 1987, 2,392 received a total raw score of 5.0 on the MWT, and thus were eligible for review and appeal. Of the 23,331 10th and 11th graders tested in 1988, 2,951 received a total raw score of 5.0, and thus were eligible for review and appeal. (TJH)

ED 308 232 TM 013 612

Pennock-Roman, Maria; And Others
An Evaluation of a Kit To Prepare Hispanic Students for the PSAT/NMSQT. College Board Report No. 89-1.
College Entrance Examination Board, New York, N.Y.
REPORT NO.- ETS-RR-89-3
PUB DATE- 89
NOTE- 25p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Entrance Examinations; Disadvantaged Youth; *High School Students; Instructional Effectiveness; Secondary Education; *Student Attitudes; *Study Guides; *Teacher Attitudes; *Test Coaching
IDENTIFIERS- National Merit Scholarship Qualifying Test; Practice Tests; Preliminary Scholastic Aptitude Test

A collaborative effort by the College Board, Educational Testing Service, and Hispanic Higher Education Coalition resulted in a test-familiarization pilot kit--"Preparing for PSAT/NMSQT for Hispanic High School Students." The kit contains practice tests for the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT), 22 lesson plans that cover test-taking skills, and a review of selected mathematics and English grammar concepts. This report provides some information concerning the reactions of 127 high school students and eight counselors and teachers to a pilot version of the kit. Sixty-six of the students were Hispanic, and 85 were female. Focus was on obtaining, via questionnaires, the perceptions of the extent to which the kit was helpful. In addition to describing the kit and its use in a number of school districts over the past year, two key questions are addressed; these questions involve the effectiveness of the kit in increasing student confidence and reducing test anxiety and the effect of the kit on the likelihood of students taking the two tests. The project did not constitute a rigorous experimental evaluation of how the kit affected student attitudes or posttreatment test scores. Most targeted school districts were in California, where the Tanner Act provided funding for demonstration sites to help disadvantaged students become more familiar with college admissions tests. It was not possible to separate the effects of the kit from the effects of other preparatory activities. The Teacher/Counselor Questionnaire and the Student Questionnaire are appended. (TJH)

ED 308 246 TM 013 666

Engelen, R. J. H.
Semiparametric Estimation in the Rasch Model. Project Psychometric Aspects of Item Banking No. 14. Research Report 87-1.
Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE- 87
NOTE- 31p.
AVAILABLE FROM- Mediatheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Equations (Mathematics); *Estimation (Mathematics); Foreign Countries; *Latent Trait Theory; Mathematical Models;

Maximum Likelihood Statistics; Secondary Education; Secondary School Students; Statistical Analysis
IDENTIFIERS- Netherlands; Parameter Identification; *Rasch Model; *Semiparametric Estimation

A method for estimating the parameters of the Rasch model is examined. The unknown quantities in this method are the item parameters and the distribution function of the latent trait over the population. In this sense, the method is equivalent to marginal maximum likelihood estimation. The new procedure is based on a method suggested by J. Kiefer and J. Wolfowitz (1956). Their conclusions are reviewed, and links to the Rasch model are specified. In marginal maximum likelihood estimation, the item parameters are estimated first, and then the prior distribution of the person parameters is estimated using these estimates. The proposed method illustrates that it is possible to estimate these two quantities together and arrive at consistent estimates. Two data tables are provided. (SLD)

ED 308 260 UD 026 805

Byrd-Smith, LaVerne

Average Non-Verbally Oriented Adolescents--An At-Risk Population in Our Schools. Implications for Teachers of Black Students.

PUB DATE- Mar 89
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; *Cognitive Ability; Elementary Education; Grade 6; Grade 8; *Language Aptitude; *Nonverbal Ability; Remedial Instruction; Rural Education; Test Results; Urban Education; *Verbal Ability; White Students
IDENTIFIERS- Virginia

One population at risk of academic failure comprises students who are of average ability, but who score significantly higher in nonverbal aptitude than verbal aptitude. Careful identification and instructional intervention can help these students to perform better. The findings of two studies are presented. The first study was conducted in 1964 among black sixth graders in an urban elementary school in Richmond (Virginia). The findings demonstrate that the verbal aptitude scores improved significantly when the students were given a planned program of verbal experiences. The second study was conducted in 1985 among 100 eighth graders, black students and white, from four rural and one urban school division in central Virginia. An analysis was made of the cognitive task performance of students with various levels of verbal and nonverbal functioning. Students with higher verbal scores performed better on tasks involving semantic content such as reading, language, social studies, and science. Those with higher nonverbal scores performed better on tasks involving symbolic content such as some multi-step mathematics problems. The conclusions are that teachers must be aware of the verbal orientation of students and must provide courses of instruction which will use the students' strengths to ameliorate their weaknesses. Three tables and an appendix are included. Fifty-three references are listed. (VM)

ED 308 206 TM 013 420

Blank, Rolf K.
Development of a 50-State System of Education Indicators: Issues of Design, Implementation, and Use.
SPONS. AGENCY- National Science Foundation, Washington, D.C. Directorate for Science and Engineering Education.
PUB DATE- Mar 89
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; Educational Improvement; *Evaluation Criteria; Evaluation Methods; Models; National Programs; Outcomes of Education; *Predictor Variables; *Program Evaluation; School Policy; *State Programs
IDENTIFIERS- Council of Chief State School Officers; *Educational Indicators; National Assessment of Educational Progress

The process of developing a state education indicators system using the model proposed by the Council of Chief State School Officers (CCSSO) is described. The CCSSO model has three components--indicators of educational outcomes; indicators of school policies and practices; and indicators of contextual factors, or state characteristics. The goal is to relate educational outcomes to state program policies and practices, accounting for factors outside the education system that affect what schools can accomplish. Two projects are examined to demonstrate how comparative state indicators can be developed: (1) the design and implementation of the State Science/Math Indicators Project--an effort to develop indicators for monitoring and reporting on states' progress in improving science and mathematics education; and (2) the National Assessment Planning Project--an effort by a consortium of 18 national organizations to prepare for expanding the National Assessment of Educational Progress to produce state-by-state comparisons of student achievement. Examination of these two projects demonstrates that the indicators are based on the analysis of what information is important to collect about educational progress in specific subject areas and how this information should be reported. Ten figures and four tables provide information about the implementation of these two projects. (SLD)

ED 308 274 UD 026 867

Reauthorization of Expiring Federal Elementary and Secondary Education Programs. Joint Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives and the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session on H.R. 5, H.R. 950 and S. 3730.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.; Congress of the U.S., Washington, D.C. Senate Subcommittee on Education, Arts and Humanities.

PUB DATE- 16 Mar 87
NOTE- 70p.; Serial No. 100-3. For related documents, see UD 026 826 and UD 026 868.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compensatory Education; *Disadvantaged Youth; Economically Disadvantaged; *Educational Needs; Federal Legislation; *Federal Programs; Futures (of Society); Hearings; *Program Effectiveness; *School Business Relationship
IDENTIFIERS- Congress 100th; *Education Consolidation Improvement Act Chapter 1; Reauthorization Legislation

This document reports on the second in a series of hearings on the reauthorization of expiring federal elementary and secondary education programs. Corporate business leaders presented their views on the reauthorization of Chapter 1. Five witnesses, representing manufacturing, education programs funded under the Education Improvement and Consolidation act. Support of Chapter 1 programs was unanimous because the quality of public education is vital to the Nation's economy. The witnesses requested that the following points be considered: (1) the Federal Government has responded in the past when previous generations of Americans have faced education-related crises; (2) the Elementary and Secondary Education Act of 1965 recognized the unmet educational needs of disadvantaged children; (3) Chapter 1 has been successful in assisting low-income children; (4) less than half of the children now eligible for Chapter 1 are able to participate due to declining federal support; (5) Chapter 1 should become the centerpiece of an array of additional programs; (6) the estimated losses caused by underinvestment in Chapter 1 may be as high as $200 billion for each cohort of dropouts; and (7) Chapter 1's effectiveness must be judged on a long-term basis. Prepared statements from six additional business leaders and a member of Congress are appended. (FMW)

ED 308 220   TM 013 572

Simon, Marielle G.
Use of Item Shells To Construct Higher Level Test-Items in Reading Comprehension.
PUB DATE- Mar 89
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Processes; Elementary Education; Grade 3; Grade 6; Grade 8; Item Banks; *Reading Comprehension; Reading Tests; *Standardized Tests; *Test Construction; Test Items

IDENTIFIERS- Blooms Taxonomy; *Item Shells

The development and use of item shells in the construction of a series of standardized tests of reading comprehension at the elementary school level are described. An item shell is an item that is devoid of specific content, but contains key words and a distinctive syntactic structure. The specific content of the item shell varies depending on the context on which the item is based. Once developed, item shells can be used to generate a pool of items. Sample item shells were developed at the Ottawa Roman Catholic Separate School Board in preparation for construction of board-wide examinations in reading comprehension for grades 3, 6, and 8. Nine of the 22 sublevels of the taxonomy of B. S. Bloom (1981) were used as reading comprehension objectives. These objectives were grouped according to Bloom's six levels: (1) knowledge; (2) comprehension; (3) application; (4) analysis; (5) synthesis; and (6) evaluation. An average of three shells, built from a pool of available items found in similar tests, were built for each objective, for a total of 120 items. These were submitted to six educators for classification according to the cognitive skill each was intended to measure. Pilot versions were tested using 360 students, and shells that produced sound items and were classified by three experts were considered valid. The item shells were open enough for use at all three grade levels, but were less flexible with the lower grades. Test writers found that the structure of the shells allowed sufficient creative freedom and encouraged them to construct new item shells. (SLD)

Gear, Jane
Attention, Affect and Learning. Newland Papers: Number 13.
Hull Univ. (England). School of Adult and Continuing Education.
REPORT NO.- ISBN-0-85958-091-1
PUB DATE- 87
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Affective Behavior; Arousal Patterns; *Attention; *Cognitive Processes; Creativity; Educational Environment; Intelligence; Learning Motivation; *Learning Theories; Memory; *Models; *Perception; Personality; Teaching Methods

A new interactive model of attention, perception, memory, and arousal is introduced; and its use in assessing characteristics of the perceptual process is demonstrated. The principal concern is not the presentation of new data; rather it is placement of existing psychological data within a new context. Topics discussed include: attention as an instinct, attention and motivation, and attention as vigilance. The new theoretical perspective reflects a belief that the most fruitful approach to understanding human experience and behavior is to begin with the perceptual process itself, and for analysis of personal-environmental interaction to take place within an evolutionary perspective. The developed theory relates questions of attention, affect, and learning explored in this paper to others of, for instance, cognitive style, personality, intelligence and creativity, and abnormal behavior. The analysis suggests a need for a shift in balance from the current cognitive bias in learning theory and educational research toward a greater consideration with biological and physiological factors. Theoretically, the model points to the need to place more emphasis on the total environment. Methodologically, the theory emphasizes the subjectivity of attention, affect, and learning. Practical implications of the model focus on the deliberate use of attention devices as tools for more effective teaching and learning. (TJH)

ED 308 247 TM 013 667

Boekkooi-Timminga, Ellen
A Cluster-Based Method for Test Construction. Research Report 88-3.
Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE- Apr 88
NOTE- 40p.; Project funded by the Dutch Organization for the Advancement of Pure Research.
AVAILABLE FROM- Bibliotheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Testing; *Item Banks; Latent Trait Theory; Mathematical Models; *Test Construction; Test Items; Test Selection
IDENTIFIERS- *Cluster Based Test Construction; Information Function (Tests); Integer Programming; Linear Models; Parallel Test Forms

A new test construction method based on integer linear programming is described. This method selects optimal tests in small amounts of computer time. The new method, called the Cluster-Based Method, assumes that the items in the bank have been grouped according to their item information curves so that items within a group, or cluster, are interchangeable. Introducing this assumption may reduce the number of decision variables in the model. Because of the assumption of interchangeability, the accuracy of the method will also be reduced, but this reduction is small. The process of test construction is independent of the particular item response model used. The basic model for cluster-based test construction using information functions is described. How the model can be generalized to allow for subject matter constraints is shown. Methods of dealing with additional test specifications and selecting individual test items are described. The algorithm for solving the integer linear programming models is presented. Six test construction problems were then analyzed, and the results of these analyses were presented in three tables. In each case an item bank of 1,000 items was used. These examples revealed that the basic model for cluster-based test construction works well in terms of central processing unit time and accuracy. Additional examples of the test construction method describe the construction process for a selection and a diagnostics test and the process of constructing four parallel tests. Two additional tables give the characteristics of these tests. (SLD)

ED 308 261 UD 026 806

Iram, Yaacov
Russian and Ethiopian Immigrants in Israel--A Comparative Perspective on Educational Absorption.
PUB DATE- Mar 89
NOTE- 21p.; Paper presented at the Annual Conference of the Comparative and International Education Society at Harvard University (33rd, Cambridge, MA, March 30-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; *Adjustment (to Environment); *Cultural Pluralism; *Educational Change; *Educational Needs; Elementary Secondary Education; Foreign Countries; *Immigrants; Jews; Racial Identification
IDENTIFIERS- *Ethiopia; *Israel; Russian Jews

Israeli educational policies have changed over the last 40 years in response to the backgrounds and needs of various immigrant groups. This study compares two recent waves of immigration, from the Soviet Union in the 1970's and 1980's, and from Ethiopia in the 1980's. Both groups arrived during a period when Israel's social and educational policy of "integration into the melting pot" was in the process of changing to an approach that emphasized cultural pluralism. The characteristics of each group are compared and their economic, social, political, cultural, and educational adjustment are examined. The Russian immigrants shared common characteristics and responses with many of the earlier groups who had immigrated to Israel since its founding in 1948. However, the Ethiopians presented a completely different set of needs, raising again the issue of the proper balance between the need to adjust to Israeli society and the need to preserve a lifestyle and religious practices that are radically different from those of earlier Oriental and Western immigrants. A list of 34 references is appended. (FMW)

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